

# SVQ2/3 in Light Vehicle Maintenance and Repair at SCQF Level 5/7 (4310-12/13)

February 2016 Version 3.2





## Qualification at a glance

<b>Subject area</b>	<b>Light Vehicle Maintenance and Repair</b>
<b>City &amp; Guilds number</b>	4310
<b>Age group approved</b>	16-18, 19+
<b>Assessment</b>	Portfolio of Evidence and Online Multiple Choice Tests.
<b>Fast track</b>	Not available. Automatic approval applies in some cases.
<b>Support materials</b>	Centre handbook Exam success book
<b>Registration and Certification</b>	See online catalogue/Walled Garden for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
SVQ 2 in Light Vehicle Maintenance and Repair at SCQF Level 5	4310-12	GC9Y 22
SVQ 3 in Light Vehicle Maintenance and Repair at SCQF Level 7	4310-13	GD00 23
SVQ 3 in Light Vehicle Maintenance and Repair at SCQF Level 7	4310-34	GG6E 23

<b>Version and Date</b>	<b>Change Detail</b>	<b>Section</b>
Version 2 (Sep 2012)	General clarification of Unit Range, grammatical errors corrected. Addition of range to some units.	Various
Version 3 (May 2013)	Additional RoC added for registrations after 1 <sup>st</sup> May 2013	Structure
Version 3.1 (Oct 2013)	Unit supporting information updated with introductory text	Units



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# 1 Introduction

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

<b>Area</b>	<b>Description</b>
Who are the qualifications for?	<p>These qualifications in Light Vehicle Maintenance and Repair are for anyone developing a career in the motor industry. These practical qualifications demonstrate your skills on the job, in your own workplace, showing that you meet national standards for automotive workers.</p> <p>Their structure and assessment strategy have been produced by the Institute of the Motor Industry, who are the Sector Skills Council for the Automotive Industry.</p>
What do the qualifications cover?	<p>Candidates cover areas such as routine vehicle maintenance, removal and replacement of vehicle units and components and diagnosis and rectification of vehicle faults. They are assessed in the workplace by using the following methods:</p> <ul style="list-style-type: none"><li>• workplace observation</li><li>• witness testimony</li><li>• verbal questioning of essential knowledge</li><li>• City &amp; Guilds' e-assessment online multiple choice test.</li></ul>
Are the qualifications part of a framework or initiative?	<p>These qualifications are part of the Scottish Automotive Maintenance and Repair Modern Apprenticeship Frameworks.</p>
What opportunities for progression are there?	<p>After taking these qualifications candidates will have a qualification that show employers and customers they have the skills of a competent technician - for example to work on light vehicles and will be able to progress into employment.</p>

## Structure

To achieve the **SVQ 2 in Light Vehicle Maintenance and Repair at SCQF Level 5**, learners must achieve 9 mandatory units and a minimum of 1 optional unit. Some units require learners to successfully complete an online multiple choice test. Details can be found in Section 4 of this Handbook and in the assessment requirements section of each individual unit.

<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>SCQF level</b>	<b>SCQF credit value</b>
<b>Mandatory</b>			
4310-001	Contribute to housekeeping in motor vehicle environments	5	5
4310-002	Reduce risks to health and safety in the motor vehicle environment	5	5
4310-003	Maintain working relationships in the motor vehicle environment	6	8
4310-004	Use of hand tools and equipment in motor vehicle engineering	5	11
4310-101	Carry out routine light motor vehicle maintenance	5	9
4310-102	Remove and replace light vehicle engine units and components	5	16
4310-103	Remove and replace light vehicle electrical units and components	5	16
4310-104	Remove and replace light vehicle chassis units and components	5	16
4310-105	Inspect light vehicles using prescribed inspection methods	5	7
<b>Optional</b>			
4310-008	Identify and agree the motor vehicle customer needs	6	10
4310-111	Overhaul light vehicle mechanical units	7	10
4310-112	Remove and replace light vehicle driveline units and components	5	16
4310-218	Remove and fit basic motor, mechanical, electrical and trim (MET) components and non permanently fixed motor vehicle body panels	5	8

**For candidates registered BEFORE 1<sup>st</sup> May 2013**

To achieve the **SVQ 3 in Light Vehicle Maintenance and Repair at SCQF Level 7**, learners must achieve 9 mandatory units and a minimum of 1 optional unit. Some units require learners to successfully complete an online multiple choice test. Details can be found in Section 4 of this Handbook and in the assessment requirements section of each individual unit.

<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>SCQF level</b>	<b>SCQF credit value</b>
<b>Mandatory</b>			
4310-001	Contribute to housekeeping in motor vehicle environments	5	5
4310-002	Reduce risks to health and safety in the motor vehicle environment	5	5
4310-003	Maintain working relationships in the motor vehicle environment	6	8
4310-004	Use of hand tools and equipment in motor vehicle engineering	5	11
4310-006	Facilitate individuals learning and development	8	11
4310-106	Inspect light vehicles	6	7
4310-107	Diagnose and rectify light vehicle engine and component faults	7	16
4310-108	Diagnose and rectify light vehicle chassis system faults	7	16
4310-406	Diagnose and rectify motor vehicle electrical unit and component faults	7	16
<b>Optional</b>			
4310-008	Identify and agree the motor vehicle customer needs	6	10
4310-111	Overhaul light vehicle mechanical units	7	10
4310-113	Diagnose and rectify light vehicle transmission and driveline system faults	7	16
4310-218	Remove and fit basic motor, mechanical, electrical and trim (MET) components and non permanently fixed motor vehicle body panels	5	8

**For candidates registered AFTER 1<sup>st</sup> May 2013**

To achieve the **SVQ 3 in Light Vehicle Maintenance and Repair at SCQF Level 7**, learners must achieve 10 mandatory units and a minimum of 1 optional unit (please note paired units in optional group equate to 1 optional unit. They are paired for the purpose of assessment).

Some units require learners to successfully complete an online multiple choice test. Details can be found in Section 4 of this Handbook and in the assessment requirements section of each individual unit.

<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>SCQF level</b>	<b>SCQF credit value</b>
<b>Mandatory</b>			
4310-001	Contribute to housekeeping in motor vehicle environments	5	5
4310-002	Reduce risks to health and safety in the motor vehicle environment	5	5
4310-003	Maintain working relationships in the motor vehicle environment	6	8
4310-004	Use of hand tools and equipment in motor vehicle engineering	5	11
4310-107/157	Diagnose and rectify light vehicle engine and component faults	7	16
4310-108/158	Diagnose and rectify light vehicle chassis system faults	7	16
4310-406/456	Diagnose and rectify motor vehicle electrical unit and component faults	7	16
<b>Optional</b>			
4310-006	Facilitate individuals learning and development	8	11
4310-008	Identify and agree the motor vehicle customer needs	6	10
4310-106/155	Inspect light vehicles	6	7
4310-111/161	Overhaul light vehicle mechanical units	7	10
4310-113/163	Diagnose and rectify light vehicle transmission and driveline system faults	7	16
4310-218	Remove and fit basic motor, mechanical, electrical and trim (MET) components and non permanently fixed motor vehicle body panels	5	8



## 2 Centre requirements

### Approval

If your Centre is approved to offer qualification Level 2 SVQ in Automotive Maintenance and Repair - Light Vehicle (4101-23) you will be granted automatic approval for SVQ 2 in Light Vehicle Maintenance and Repair at SCQF Level 5 (4310-12) and will be able to make registrations straight away.

In regards to the level 3, the Level 3 SVQ in Automotive Maintenance and Repair - Light Vehicle (4101-28) will provide you with automatic approval for SVQ 3 in Light Vehicle Maintenance and Repair at SCQF Level 7 (4310-13).

For any 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 areas 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.

#### Assessors and internal verifiers

All assessors must:

- have sufficient and relevant technical/occupational competence in the Unit, at or above the level of the Unit being assessed
- have in depth knowledge of the Qualification or SVQ unit evidence requirements.



- hold or be working towards a relevant assessors' award as specified by the Sector Skills Council. This will include, but not be limited to the Assessor qualifications, Level 3 Award in Understanding the Principles and Practices of Assessment, Level 3 Award in Assessing Competence in the Work Environment, Level 3 Award in Assessing Vocationally Related Achievement, Level 3 Certificate in Assessing Vocational Achievement (and by implication legacy Assessor units A1, A2 and D32/33 unit) but may be an appropriate equivalent as defined by IMI, the SSC).
- assessors working towards a relevant assessor qualification must achieve their qualification within 12 months.
- demonstrate knowledge and understanding of the competencies that a learner is required to demonstrate for the qualification that they are undertaking
- provide evidence of completing 5 days working/job shadowing in industry within their professional area in a 24 month period.
- provide evidence of 30 hours of technical/qualification related CPD within a 12 month period. (This is in addition to working/job shadowing).

All internal verifiers must:

- have in-depth knowledge of the occupational standards and SVQ unit evidence requirements.
- be occupationally aware of the relevant industry sector being internally verified
- hold or be working towards a relevant verifier award as specified by the Sector Skills Council. This will include, but not be limited to the Quality Assurance qualifications Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice, Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, (and by implication legacy Internal Verifier unit V1 D34 unit) but may be an appropriate equivalent as defined by IMI, the Sector Skills Council.
- verifiers working towards a relevant qualification must achieve their qualification within 12 months.
- provide evidence of CPD totalling not less than 30 hours from within their professional area within a 12 month period.

### **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.

### **Age restrictions**

There is no age restriction for these qualifications unless this is a legal requirement of the process or the environment.



## 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 qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

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

### Support materials

City & Guilds will provide the following learning and support resources which will be posted on our website.

**[www.cityandguilds.com/automotive](http://www.cityandguilds.com/automotive)**

- Useful material is available on SmartScreen [www.smartscreen.co.uk](http://www.smartscreen.co.uk).
- Exam Success book TL024290

### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence. To support the delivery of vocational qualifications we offer our own ePortfolio, Learning Assistant, an easy to use and secure online tool to support and evidence candidates' progress towards achieving qualifications. Further details are available at:

**[www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios)**.

### Simulation

The IMI SVQ units are work/competency based and therefore candidates are to be assessed under normal working conditions. It is recognised however, that there are situations where the workplace may not be appropriate or that waiting for naturally occurring evidence is impractical. Simulated environments must not be used for the assessment of entire units. In these situations centres will be allowed to set up or devise assessment situations. For example, it may not be possible to diagnose and rectify faults because they do not occur frequently, in which case a simulated environment could be used. In addition, dealing with fire and other emergencies such as recovering overturned vehicles, might be better assessed through a simulated environment because this would be a safer approach. They can only be set up after:

- all possible routes of naturally occurring evidence have been exhausted

- the exact make up and content of the centre devised assessment has been agreed and approved by the external verifier
- the assessor can assure that the simulation will provide evidence that is valid, reliable and authentic.

Any simulation must be carried out using actual vehicles; the use of engine rigs or electrical boards is not permitted.

### **Realistic Work Environment (RWE)**

The use of approved simulation means that RWE is not to be used.

### **Expert witness**

The use of witness testimony and expert witness testimony are appropriate methods for assessors to collect supplementary evidence on candidates' performance. Witness testimonies may be obtained from people that are occupationally competent and whom may be familiar with the NOS, such as the candidate's line manager.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence; however City & Guilds quality assurance requirements must be met. The person or persons providing the witness testimony must also be available to the external verifier for confirmation of evidence validity if required.

### **Health and safety**

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates start practical assessments.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

### **Data protection and confidentiality**

Centres offering this qualification may need to provide City & Guilds with personal data for staff and candidates. Guidance on data protection and the obligations of City & Guilds and centres are explained in *Centre Manual - Supporting Customer Excellence*.

## **Equal opportunities**

It is a requirement of centre approval that centres have an equal opportunities policy (see *Centre Manual - Supporting Customer Excellence*). The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Centre Manual - Supporting Customer Excellence*, and is also available from the City & Guilds Customer Relations department.

Access to qualifications is open to all, irrespective of gender, race, creed, age or special needs. The centre co-ordinator should ensure that no candidate is subject to unfair discrimination on any ground in relation to access to assessment and the fairness of the assessment.

## **Access to assessment**

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access to assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see *Access to assessment and qualifications*, available on the City & Guilds website.

## **Appeals**

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Centre Manual - Supporting Customer Excellence*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.



## 4 Assessment

Candidates must complete a portfolio of evidence for each unit (for all competence aspects of the unit).

Where stipulated, candidates must also attain an online multiple choice test, graded as Pass, Merit, Distinction for particular units. The test will cover all or part of the knowledge aspects of the unit. Where the test does not cover all of the Essential Knowledge, the criterion must be assessed in one of the following ways:

- oral or written questioning
- professional discussion.

### 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.

### SVQ 2 in Light Vehicle Maintenance and Repair at SCQF Level 5

Unit title	Assessment method	Unit
Contribute to housekeeping in motor vehicle environments	Portfolio	4310-001
Reduce risks to health and safety in the motor vehicle environment	Portfolio	4310-002
Maintain working relationships in the motor vehicle environment	Portfolio	4310-003
Use of hand tools and equipment in motor vehicle engineering	Portfolio	4310-004
Identify and agree the motor vehicle customer needs	Portfolio	4310-008
Carry out routine light motor vehicle maintenance	Portfolio	4310-101
	Multiple choice on-line test	4310-151
Remove and replace light vehicle engine units and components	Portfolio	4310-102
	Multiple choice on-line test	4310-152
Remove and replace light vehicle electrical	Portfolio	4310-103

<b>Unit title</b>	<b>Assessment method</b>	<b>Unit</b>
units and components	Multiple choice on-line test	4310-153
Remove and replace light vehicle chassis units and components	Portfolio	4310-104
	Multiple choice on-line test	4310-154
Inspect light vehicles using prescribed inspection methods	Portfolio	4310-105
	Multiple choice on-line test	4310-155
Overhaul light vehicle mechanical units	Portfolio	4310-111
	Multiple choice on-line test	4310-161
Remove and replace light vehicle driveline units and components	Portfolio	4310-112
	Multiple choice on-line test	4310-162
Remove and fit basic motor, mechanical, electrical and trim (MET) components and non permanently fixed motor vehicle body panels	Portfolio	4310-218
	Multiple choice on-line test	4310-268

### **SVQ 3 in Light Vehicle Maintenance and Repair at SCQF Level 7**

<b>Unit title</b>	<b>Assessment method</b>	<b>Unit</b>
Contribute to housekeeping in motor vehicle environments	Portfolio	4310-001
Reduce risks to health and safety in the motor vehicle environment	Portfolio	4310-002
Maintain working relationships in the motor vehicle environment	Portfolio	4310-003
Use of hand tools and equipment in motor vehicle engineering	Portfolio	4310-004
Facilitate individuals learning and development	Portfolio	4310-006
Identify and agree the motor vehicle customer needs	Portfolio	4310-008
Inspect light vehicles	Portfolio	4310-106
	Multiple choice on-line test	4310-155
Diagnose and rectify light vehicle engine and component faults	Portfolio	4310-107
	Multiple choice on-line test	4310-157
Diagnose and rectify light vehicle chassis system faults	Portfolio	4310-108
	Multiple choice on-line test	4310-158
Diagnose and rectify motor vehicle electrical	Portfolio	4310-406

<b>Unit title</b>	<b>Assessment method</b>	<b>Unit</b>
unit and component faults	Multiple choice on-line test	4310-456
Overhaul light vehicle mechanical units	Portfolio	4310-111
	Multiple choice on-line test	4310-161
Diagnose and rectify light vehicle transmission and driveline system faults	Portfolio	4310-113
	Multiple choice on-line test	4310-163
Remove and fit basic motor, mechanical, electrical and trim (MET) components and non permanently fixed motor vehicle body panels	Portfolio	4310-218
	Multiple choice on-line test	4310-268



## 5 Units

### Availability of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- SCQF level
- SCQF credit value
- unit aim
- unit content
- unit range



## Unit 001

## Contribute to housekeeping in motor vehicle environments

<b>Level:</b>	<b>5</b>
<b>Credit value:</b>	5
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	This unit is about the routine maintenance of the workplace, carrying out basic, non-specialist checks of work tools and equipment, cleaning the work area and using resources economically.

### Essential knowledge

The learner will need to understand:

<b>1. Legislative and organisational requirements and procedures</b>
1.1 the scope of their job responsibilities for the use and maintenance of hand tools, equipment and their work area
1.2 workplace policies and schedules for <b>housekeeping activities and equipment maintenance</b>
1.3 the manufacturer's requirements for the cleaning and general, non-specialist maintenance of the tools and equipment for which they are responsible
1.4 the regulations and information sources applicable to workshop cleaning and maintenance activities for which they are responsible
1.5 the importance of reporting faults quickly to the relevant person
1.6 the importance of reporting anticipated delays to the relevant person(s) promptly.
<b>2. Equipment maintenance</b>
2.1 how to select and use equipment used for basic hand tool maintenance activities
2.2 how to store hand tools safely and accessibly
2.3 how to report faulty or damaged <b>work tools and equipment</b>
2.4 how to work safely when cleaning and maintaining <b>work tools and equipment.</b>

### 3. General work area housekeeping

- 3.1 how to select and use cleaning equipment
- 3.2 how to use resources economically
- 3.3 how to use work area cleaning materials and agents
- 3.4 how to clean and maintain the **work tools and equipment** and work areas for which they are responsible
- 3.5 how to dispose of unused cleaning agents, materials and debris
- 3.6 the properties and hazards associated with the use of cleaning agents and materials
- 3.7 the importance of wearing personal protective equipment
- 3.8 the importance of using resources economically and for their intended purpose only.

### Performance objectives

#### To be competent the learner must:

1. wear suitable personal protective equipment throughout all **housekeeping** and **equipment maintenance activities**
2. select and use cleaning equipment which is:
  - of the right type
  - suitable for the task
3. use resources economically and for their intended purpose only, following manufacturers' instructions and workplace procedures
4. follow workplace policies, schedules and manufacturers' instructions when cleaning and maintaining hand tools and equipment
5. clean the work area(s), for which they are responsible, at the specified time and frequency
6. carry out **housekeeping activities** safely and in a way which minimises inconvenience to customers and staff
7. follow the manufacturer's instructions when using cleaning and sanitising agents
8. ensure their **housekeeping activities** keep their work area clean and free from debris and waste materials
9. ensure their **equipment maintenance** activities keep their **work tools and equipment** fit for purpose
10. dispose of used cleaning agents, materials and debris to comply with legal and workplace requirements
11. store their **work tools and equipment** in a safe manner which permits ease of access and identification for use
12. report any faulty or damaged tools and equipment to the relevant person(s) clearly and promptly
13. report any anticipated delays in completion to the relevant person(s) promptly.

# Unit 001                    Contribute to housekeeping in motor vehicle environments

## Supporting information

### Scope of this unit:

- 1    **Equipment maintenance** covers:
  - a    routine checks on work tools and equipment
  - b    cleaning work tools and equipment
  - c    replacing minor parts
  - d    visual inspection of electrical equipment.
  
- 2    **Housekeeping activities** cover:
  - a    day to day work area cleaning
  - b    clearing away
  - c    dealing with spillages
  - d    disposal of waste, used materials and debris.
  
- 3    **Work tools and equipment** are:
  - a    hand
  - b    electrical
  - c    mechanical
  - d    pneumatic
  - e    hydraulic.

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

### **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.

## Evidence requirements

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work they have carried out on real vehicles in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk.
3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy.
4. produce evidence of use of personal and vehicle protection, cleaning the work environment and disposal of waste on **3** separate **occasions**.
5. be observed by their assessor on at least **1** occasion carrying out the above.
6. produce evidence of identifying risks which may result from at least **2** of the items listed below:
  - the use and maintenance of machinery or equipment
  - the use of materials or substances
  - working practices which do not conform to laid down policies
  - unsafe behaviour
  - accidental breakages and spillages
  - environmental factors
7. be observed by their assessor on at least **1** occasion carrying out the above.
8. produce evidence of following at least **4** of the workplace policies listed below:
  - the use of safe working methods and equipment
  - the safe use of hazardous substances
  - smoking, eating, drinking and drugs
  - what to do in the event of an emergency
  - personal presentation



9. be observed by their assessor following workplace policies on at least **1** occasion.

## Unit 002

# Reduce risks to health and safety in the motor vehicle environment

<b>Level:</b>	<b>5</b>
<b>Credit value:</b>	5
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	<p>This unit covers the basic, legally required health and safety duties of everyone in the workplace. It describes the competence required to ensure that:</p> <ul style="list-style-type: none"><li>• own actions do not create any health and safety risks</li><li>• the learner does not ignore significant risks in their workplace, and</li><li>• the learner takes sensible action to put things right, including reporting situations which pose a danger to people in the workplace, and seeking advice from others.</li></ul> <p>This unit does <b>not</b> require the learner to undertake a full risk assessment. It is about having an appreciation of significant risks in the workplace and knowing how to identify them and deal with them. When the learner has completed this unit, they will have proved they can:</p> <ul style="list-style-type: none"><li>• identify hazards and evaluate risks in their workplace</li><li>• reduce the risks to health and safety in their workplace.</li></ul>

### Essential knowledge

The learner will need to understand:

<b>1. Health and safety legislation and workplace policies</b>
1.1 their legal duties for health and safety in the workplace as required by the Health and Safety at Work Act 1974, and any other policies or procedures that govern their working practices
1.2 their duties for health and safety as defined by any specific legislation covering their job role
1.3 agreed <b>workplace policies</b> relating to controlling risks to health and safety
1.4 responsibilities for health and safety in their job description
1.5 the responsible persons to whom they report health and safety matters.

## 2. Risks to health and safety

- 2.1 what hazards may exist in their workplace (eg slips, trips and falls)
- 2.2 health and safety risks which may be present in their own job role and the precautions they must take
- 2.3 the importance of remaining alert to the presence of hazards in the whole workplace
- 2.4 how to deal with and report risks
- 2.5 the importance of dealing with or promptly reporting risks
- 2.6 the requirements and guidance on the precautions
- 2.7 the specific workplace policies covering their job role
- 2.8 suppliers' and manufacturers' instructions for the safe use of equipment, materials and products
- 2.9 safe working practices for their own job role
- 2.10 the importance of personal presentation in maintaining health and safety in the workplace
- 2.11 the importance of personal conduct in maintaining the health and safety of themselves and others
- 2.12 the importance of personal protective equipment, when and where it should be used and the importance of maintaining it correctly
- 2.13 their scope and responsibility for rectifying risks
- 2.14 workplace procedures for handling risks which they are unable to deal with.

## Performance objectives

### To be competent, the learner must:

1. carry out their working practices in accordance with legal requirements
2. identify the correct personal and vehicle protective equipment required to correctly carry out their workplace practices
3. carry out their workplace practices using the correct personal protective equipment
4. follow the most recent **workplace policies** for their job role
5. rectify health and safety **risks** that are within their capability and scope of their job responsibilities
6. pass on any suggestions for reducing **risks** to health and safety within their job role to the responsible persons
7. ensure their personal conduct in the workplace does not endanger the health and safety of themselves or other persons
8. follow the **workplace policies** and suppliers' or manufacturers' instructions for the safe use of equipment, materials and products
9. report any differences between **workplace policies** and suppliers' or manufacturers' instructions as appropriate
10. ensure their personal presentation at work:
  - ensures the health and safety of themselves and others
  - meets any legal duties
  - is in accordance with workplace policies.

# Unit 002                    Reduce risks to health and safety in the motor vehicle environment

## Supporting information

### Scope of this unit:

- 1     **Risks** resulting from:
  - a     the use and maintenance of machinery or equipment
  - b     the use of materials or substances
  - c     working practices which do not conform to laid down policies
  - d     unsafe behaviour
  - e     accidental breakages and spillages
  - f     environmental factors
  - g     working at height
  - h     lifting operations and manual handling
  - i     incorrect use of personal protective equipment.
  
- 2     **Workplace policies** covering:
  - a     the use of safe working methods and equipment
  - b     the safe use of hazardous substances
  - c     smoking, eating, drinking and drugs
  - d     what to do in the event of an emergency
  - e     personal presentation
  - f     personal protective equipment
  - g     lifting operations and manual handling
  - h     working at heights
  - i     mobile phones and personal stereo equipment.

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

### **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.

### **Evidence requirements**

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work they have carried out on real vehicles in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk.
3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy.
4. produce evidence of use of personal and vehicle protection, cleaning the work environment and disposal of waste on **3** separate **occasions**.
5. be observed by their assessor on at least **1** occasion carrying out the above.
6. produce evidence of identifying risks which may result from at least **2** of the items listed below:
  - the use and maintenance of machinery or equipment
  - the use of materials or substances

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

## Unit 003

# Maintain working relationships in the motor vehicle environment

<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	8
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	This unit is about maintaining good working relationships with all colleagues in the working environment by using effective communication and support skills.

### Essential knowledge

The learner will need to understand:

<b>1. Their responsibilities and constraints</b>
1.1 their own and their colleague's job role and limits of responsibility for giving advice and support
1.2 the operational constraints which may affect interaction with colleagues
1.3 lines of communication within their workplace.
<b>2. Communication skills and working relationships</b>
2.1 how to use suitable and effective spoken communication skills when responding to and interacting with others
2.2 how to adapt written and spoken communication methods to satisfy the needs of colleagues
2.3 how to report problems using written and spoken methods of communication
2.4 the importance of developing positive working relationships with colleagues – the effect on morale, productivity, and company image
2.5 the importance of accepting other peoples' views and opinions
2.6 the importance of making and honouring realistic commitments to colleagues.

## Performance objectives

### To be competent, the learner must:

1. contribute actively to team working by initiating ideas and co-operating with colleagues
2. respond promptly and willingly to requests for assistance from **colleagues** which fall within the limits of their own job responsibilities and capabilities
3. where requests fall outside their responsibility and capability, refer colleagues to the relevant person(s)
4. give colleagues sufficient, accurate information and support to meet their work needs
5. make **requests for assistance** to **colleagues** clearly and courteously
6. use methods of communication which meet the needs of colleagues
7. treat colleagues in a way which shows respect for their views and opinions and promotes goodwill
8. make and keep achievable commitments to **colleagues**
9. inform colleagues promptly of any problems or information likely to affect their own work.

# Unit 003                      **Maintain working relationships in the motor vehicle environment**

## Supporting information

### **Scope of this unit:**

1. **Colleagues** are:
  - a     immediate work colleagues
  - b     supervisors and managers.
  
2. **Requests for assistance** covering:
  - a     technical assistance
  - b     personal assistance.

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

### **Sections within a typical vehicle repair business**

- a. How these areas relate to each other within the business
  - i     Reception.
  - ii    Body shop.
  - iii   Service repair workshop.
  - iv    Valeting.
  - v     Parts.
  - vi    Sales.
  - vii   administration.

### **Different sources of information in an automotive work environment:**

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

### **Locating and using correct documentation and information for:**

- a. recording vehicle maintenance and repairs
- b. vehicle specifications
- c. component specifications
- d. oil and fluid specifications
- e. equipment and tools
- f. identification codes

### **Alternative 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

### **Communication with a Supervisor**

- a. referral of problems
- b. reporting delays
- c. additional work identified during repair or maintenance
- d. keep others informed of progress

### **Agreed timescales**

- a. relationship between time and cost

### **Evidence requirements**

The learner must:

- 1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
- 2. produce performance evidence resulting from work they have carried out on real vehicles in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk.
- 3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy.
- 4. produce evidence that they have worked well with others in the automotive industry
- 5. be observed by their assessor on at least **3** occasions carrying out the above whilst performing their normal work duties.

## Unit 004

# Use of hand tools and equipment in motor vehicle engineering

<b>Level:</b>	<b>5</b>
<b>Credit value:</b>	11
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	<p>This unit is about the basic use of tools, materials and fabrications relevant to the Automotive Sector.</p> <p>This unit is about:</p> <ul style="list-style-type: none"><li>• interpreting information</li><li>• adopting safe and healthy working practices</li><li>• selecting materials and equipment.</li></ul> <p>This unit is for those working in technical support roles. It is also appropriate for workshop planners.</p>

### Essential knowledge

The learner will need to know and understand:

1. the organisational procedures developed to report and rectify inappropriate information and unsuitable resources, and how they are implemented
2. the types of information, their source and how they are interpreted
3. the organisational procedures to solve problems with the information and why it is important they are followed
4. the level of understanding operatives must have of information for relevant, current legislation and official guidance and how it is applied
5. what the accident reporting procedures are and who is responsible for making the reports
6. why and when personal protective equipment (PPE) should be used
7. why disposal of waste should be carried out safely and how it is achieved
8. demonstrate an understanding of material properties
9. investigate the use of materials and fabrication
10. how to file, fit, tap, thread, cut and drill plastics and metals
11. how to select and use gaskets, sealants, seals, fittings and fasteners.

## Performance objectives

### The learner must be able to:

1. interpret the given information relating to the work and resources to confirm its relevance
2. carry out pre-start preparation inspections on power tools and equipment in accordance with approved procedures
3. carry out operations using power tools and equipment in accordance with safe working practices to achieve the work outcome
4. identify problems associated with power tools and equipment which need to be referred to authorised personnel
5. demonstrate work skills to:
  - measure, mark out, file, fit, tap, thread, cut, drill, finish, position and secure
6. use and maintain:
  - hand tools
  - ancillary equipment
  - safety aids
7. dispose of waste in accordance with legislation to maintain a clean work space
8. carry out checks in accordance with manufacturer's/operator's guidance, legislation and official guidance and organisational requirements
9. demonstrate work skills to select correct materials and fabrication for project.



# Unit 004 Use of hand tools and equipment in motor vehicle engineering

## Supporting information

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

**Common types of hand tools used for fabricating and fitting in the automotive workplace, to include:**

- a. Files.
- b. Hacksaws and snips.
- c. Hammers.
- d. Screwdrivers.
- e. Pliers.
- f. Spanners.
- g. Sockets.
- h. Punches.
- i. Types of drill and drill bits.
- j. Taps and dies.
- k. Stud removers.
- l. Marking out tools.

**Common measuring devices used for fabrication and fitting in the automotive workplace, to include:**

- a. Rule or tape.
- b. Callipers.
- c. Feeler gauge.
- d. Volume measures.
- e. Micrometer.
- f. Dial gauges.
- g. Torque wrenches.
- h. Depth gauges.

**Common electrical measuring tools used in the repair of vehicles and components, to include:**

- a. Ammeter.
- b. Voltmeter.
- c. Ohmmeter.
- d. Multi-meter.

**Common electrical terms when measuring:**

- a. Voltage.
- b. Current.
- c. Resistance.

**Workshop equipment (including appropriate PPE) to include:**

- a. Hydraulic jacks.
- b. Axle stands.
- c. Pillar drills.
- d. Air tools.
- e. Vehicle lifts.
- f. Cranes.
- g. Hoists.
- h. Electrical power tools.

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

- a. Carbon steels.
- b. Alloy steels.
- c. Cast iron.
- d. Aluminium alloys.
- e. Brass.
- f. Copper.
- g. Lead.

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

- a. Glass.
- b. Plastics (inc GRP).
- c. Kevlar.
- d. Rubber.

**Terms relating to the properties of materials, to include:**

- a. Hardness.
- b. Toughness.
- c. Ductility.
- d. Elasticity.
- e. Tenacity.
- f. Malleability.
- g. Plasticity.

## **Evidence Requirements**

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work they have carried out on real vehicles in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk.
3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy.

4. produce evidence that they have interpreted information, adopted safe and healthy working practices using hand tools and equipment and correctly selected materials and equipment
5. produce evidence of the following work skills listed below:
  - measure, mark out, file, fit, tap, thread, cut, drill, finish, position and secure.

<b>Level:</b>	<b>8</b>
<b>Credit value:</b>	11
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	This unit is about demonstrating skills and methods to learners and instructing learners in procedures and processes. These include; demonstrating how equipment is used, showing a learner how to do something, giving learners instructions on what to do or how to carry out a particular activity, deciding when to use demonstration or instruction to encourage learning, reviewing the potential use of technology-based learning, checking on the progress of learners and giving feedback to learners.

### Essential knowledge

The learner will need to understand:

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

<b>2. Principles and concepts</b>
2.1 how to put learners at their ease and encourage them to take part
2.2 how to choose between demonstration and instruction as learning methods
2.3 how to identify individual learning needs
2.4 which factors are likely to prevent learning and how to overcome them
2.5 how to check learners' understanding and progress
2.6 how to put information in order and decide whether the language they will be using is appropriate
2.7 how to choose and prepare appropriate materials, including technology based materials
2.8 the separate areas of instructional techniques which encourage learning
2.9 which types of learning are best achieved and supported through instruction.

### 3. External factors influencing human resource development

- 3.1 how to make sure everybody acts in line with health, safety and environmental protection legislation and best practice
- 3.2 how to analyse and use developments in learning and new ways of delivery, including technology-based learning.

### Performance objectives

To be competent, the learner must:

#### 4. Demonstrate skills and methods to learners

- 4.1 base the demonstration on an analysis of the skills needed and the order they must be learned in
- 4.2 ensure that the demonstration is accurate and realistic
- 4.3 structure the demonstration so the learner can get the most out of it
- 4.4 encourage learners to ask questions and get explanation at appropriate stages in the demonstration
- 4.5 give learners the opportunities to practise the skill being demonstrated and give them positive feedback
- 4.6 give extra demonstrations of the skills being taught to reinforce learning
- 4.7 ensure that demonstrations take place in a safe environment and allow learners to see the demonstration clearly
- 4.8 respond to the needs of learners during the demonstration
- 4.9 reduce distractions and disruptions as much as possible.

#### 5. Instruct learners

- 5.1 match instruction to the needs of the learners
- 5.2 identify which learning outcomes will be achieved through instruction
- 5.3 ensure that the manner, level and speed of the instruction encourages learners to take part
- 5.4 regularly check that learners understand and adapt instruction as appropriate
- 5.5 give learners positive feedback on the learning experience and the outcomes achieved
- 5.6 identify anything that prevents learning and review this with the learners.

# Unit 006 Facilitate individuals learning and development

## Supporting information

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

### **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. 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.



## Evidence Requirements

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work they have carried out in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk.
3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy **or** by a witness who has been previously agreed with the assessor prior to the observation taking place.
4. provide at least **1 record** of an activity which has been demonstrated.
5. provide records of at least **2 observations**, **1** of which **must be** by their assessor, which cover at least **1 demonstration** and **1 instruction or a combination of both**.

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

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

In preparing the records they should consider:

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

It is also expected that evidence from their observations **will show** how they:

- structured the demonstration so that the learner got the most out of it
- encouraged learners to ask questions and get explanations at appropriate stages in the demonstration
- gave learners the opportunities to practice the skill being demonstrated
- gave learners positive feedback
- reinforced learning by repeating demonstration
- responded to the needs of learners during the demonstration
- reduced distractions and disruptions as much as possible
- matched instruction to the needs of learners

- ensured that the manner, level and speed of the instruction encourages learners to take part
- regularly check that learners understand and adapt instruction as appropriate
- gave learners positive feedback on the learning experience and the outcome achieved
- identified anything that prevented learning and reviewed this with the learner.

## Unit 008

# Identify and agree the motor vehicle customer needs

<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	10
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	This unit is about: gaining information from customers on their perceived needs; giving advice and information and agreeing a course of action; contracting for the agreed work and completing all necessary records and instructions.

### Essential knowledge

The learner will need to understand:

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

## Performance objectives

### To be competent the learner must:

1. obtain sufficient, relevant information from the customer to make an assessment of their own and perceived vehicle needs
2. provide customers with accurate, current and relevant advice and information on:
  - suitable vehicle inspection, repair and/or service procedures
  - potential courses of action
  - the implications of courses of action
  - the estimated costs
3. provide advice and information clearly and in a form and manner which the customer will understand
4. actively encourage customers to ask questions and seek clarification during their conversation
5. support the accurate identification and clarification of customer and vehicle needs, by referring to:
  - vehicle data
  - operating procedures
6. before accepting the vehicle, agree with the customer and record:
  - the extent and nature of the work to be undertaken
  - the terms and conditions of acceptance
  - the cost
  - the timescale
7. confirm their customer's understanding of the agreement they have made
8. ensure their recording systems are complete, accurate, in the format required and signed by the customer where necessary
9. pass all completed records to the next person in the process promptly
10. gain further customer approval where the contracted agreement is likely to be exceeded.

# **Unit 008                    Identify and agree the motor vehicle customer needs**

## Supporting information

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

### **Organisational requirements**

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

### **Principles of customer communication and care**

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

### **Company products and services**

- a. Service standards:
  - i. national
  - ii. manufacturer
  - iii. organisational.
- b. The range and type of services offered by the organisation:
  - i. diagnostic
  - ii. servicing
  - iii. repair
  - iv. warranty

- v. MOT testing
- vi. fitment of accessories/enhancements
- vii. internal.
- c. The courses of action available to resolve customer problems:
  - i. the extent and nature of the work to be undertaken
  - ii. the terms and conditions of acceptance
  - iii. the cost
  - iv. the timescale
  - v. required payment methods.
- d. The effect of resource availability upon the receipt of customer vehicles and the completion of work:
  - i. levels and availability of equipment
  - ii. levels and availability of technicians
  - iii. workshop loading systems.
- e. How to access costing and work completion time information:
  - i. manuals
  - ii. computer based.

### **Vehicle information systems, servicing and repair requirements**

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

### **Consumer legislation to include:**

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

### **Evidence Requirements**

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work you have carried out on real vehicles in your normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in your normal workplace or when safety is at risk.
3. be observed by an assessor as defined by the IMI SVQ Assessment Strategy.
4. produce evidence, including records, to show that they have dealt with **3 different customers**.
5. **be observed by their assessor in your normal workplace dealing with at least 1 customer**

## Unit 101

## Carry out routine light motor vehicle maintenance

<b>Level:</b>	<b>5</b>										
<b>Credit value:</b>	9										
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.										
<b>Aim:</b>	This unit is about conducting routine maintenance, adjustment and replacement activities as part of the periodic servicing of vehicles.										
<b>Assessment requirements:</b>	<p><b>Performance objectives must</b> be assessed via a portfolio of evidence, gathered through observing the candidate at work. See the <b>Evidence Requirements</b> at the end of this unit for further details.</p> <p>Candidates <b>must</b> take the City &amp; Guilds 4310-151 on-line multiple choice test, which partly covers the <b>essential knowledge</b> within this unit.</p> <p>The essential knowledge statements, which are <b>not</b> covered by the test, are:</p> <table><thead><tr><th><b>2.1</b></th><th><b>2.2</b></th><th><b>2.3</b></th><th></th><th></th></tr></thead><tbody><tr><td>3.1</td><td>3.2</td><td>3.3</td><td>3.4</td><td></td></tr></tbody></table> <p>This criteria <b>must</b> be assessed in one of the following ways:</p> <ul style="list-style-type: none"><li>• oral or written questioning</li><li>• professional discussion.</li></ul> <p>Centres must keep an audit trail to show that candidates have covered all of the essential knowledge.</p>	<b>2.1</b>	<b>2.2</b>	<b>2.3</b>			3.1	3.2	3.3	3.4	
<b>2.1</b>	<b>2.2</b>	<b>2.3</b>									
3.1	3.2	3.3	3.4								

## Essential knowledge

The learner will need to understand:

### 1. **Legislative and organisational requirements and procedures**

- 1.1 the manufacturer's and legal requirements relating to routine maintenance activities for vehicle systems and components
- 1.2 the legal requirements relating to the vehicle
- 1.3 the health and safety legislation and workplace procedures relevant to vehicle maintenance activities including PPE
- 1.4 their workplace procedures for:
  - recording vehicle maintenance work and any variations from the original vehicle specification
  - the referral of problems
  - reporting delays to the completion of work
- 1.5 the importance of documenting vehicle maintenance information
- 1.6 the importance of working to agreed timescales and keeping others informed of progress
- 1.7 the relationship between time and costs
- 1.8 the importance of reporting anticipated delays to the relevant person(s) promptly.

### 2. **Use of technical information**

- 2.1 how to find, interpret and use **sources of technical information** for scheduled maintenance activities, including on-board diagnostic displays
- 2.2 the importance of using the correct **sources of technical information**
- 2.3 the purpose of and how to use identification codes.

### 3. **Vehicle system operation**

- 3.1 how engines, cooling systems, air supply and exhaust systems, fuel systems and ignition systems operate for the type(s) of vehicle on which they are working (including hybrid vehicles and alternative fuel vehicles)
- 3.2 how clutch assemblies, clutch operating systems, manual gear boxes, automatic gear boxes, drivelines and hubs (if appropriate) and final drive assemblies operate for the type of vehicle on which they are working (including hybrid/alternative fuel and electric vehicles)
- 3.3 how suspension systems, steering systems, braking systems, non-electrical body systems, wheels and tyres operate for the type of vehicle on which they are working (including regenerative braking systems and other energy recuperation systems used on hybrid/ electric and alternative fuel vehicles)
- 3.4 the purpose, operating principles and location of power storage systems (including batteries), power generating systems, (including vehicle charging systems), starting systems, lighting systems and ancillary equipment for the type of vehicle on which they are working (including hybrid / alternative fuel and electric vehicles)
- 3.5 the operating specifications and tolerances for the type(s) of vehicles on which they are working (including hybrid/alternative fuel and electric vehicles).



#### 4. Routine maintenance requirements

- 4.1 how to conduct scheduled, routine **examination methods** and **assessments** against vehicle specifications to identify damage, corrosion, inadequate fluid levels, leaks, wear, security problems and general condition and serviceability
- 4.2 check and make adjustments to clearances, gaps, settings, alignment, pressures, tension, speeds and levels relevant to the engine area, transmission area, chassis area, electrical area and body (including to valves, ignition, fuel and emissions, brakes, transmission, lights, tyres, steering and body fittings)
- 4.3 how to replenish and replace routine service components and materials, including filters, drive, belts, wiper blades, brake linings and pads, lubricants and fluids
- 4.4 how to recognise and report cosmetic damage to vehicle components and units outside normal service items
- 4.5 how to identify codes and grades of lubricants
- 4.6 how to work safely avoiding damage to the vehicle and its systems (including special precautions that may be required when working on hybrid / alternative fuel and electric vehicles).

#### Performance objectives

##### To be competent the learner must:

1. use suitable personal protective equipment and vehicle coverings throughout all vehicle maintenance activities
2. use suitable **sources of technical information** to support all their vehicle maintenance activities
3. adhere to the correct specifications and tolerances for the vehicle when making **assessments** of system and component performance
4. where the customer's vehicle falls outside the manufacturer's original specification, record details accurately and use this adapted specification as the basis for their examination and assessment
5. examine the vehicle's systems and components following:
  - the manufacturer's approved **examination methods**
  - recognised researched repair methods health and safety requirements
6. ensure their **examination methods** identify accurately any vehicle system and component problems falling outside the maintenance schedule specified
7. carry out adjustments, replacement of vehicle components and replenishment of consumable materials following the manufacturer's current specification for:
  - the particular maintenance interval
  - working methods and procedures
  - use of equipment
  - the tolerances for the vehicle
8. where system adjustments cannot be made within the manufacturer's specification, record the details accurately and take action which complies with the customer's instructions
9. work in a way which minimises the risk of damage to the vehicle and its systems and the surrounding area
10. use suitable testing methods to evaluate the performance of all

replaced and adjusted components and systems accurately, prior to returning the vehicle to the customer

11. report any problems or issues relating to the vehicle's condition or conformity to the relevant person(s) promptly
12. ensure their maintenance records are accurate, complete and passed to the relevant person(s) promptly in the format required
13. complete all vehicle maintenance activities within the agreed timescale
14. report any anticipated delays in completion to the relevant person(s) promptly.

# **Unit 101            Carry out routine light motor vehicle maintenance**

## Supporting information

### **Key words and phrases**

#### **Agreed timescales**

Examples include: manufacturer's recommended work times, job times set by the company or a job time agreed with a specific customer.

#### **Adjustments**

Examples include: adjustments to clearances, gaps, settings, alignment pressures, tensions, speeds and levels, and adjustments to valves, ignition, fuel and emissions, brakes, transmission, lights, tyres, steering and body fittings.

#### **Commercial Vehicles**

These are medium and large goods vehicles of 3500kgs gross vehicle mass (GVM) and above.

#### **Components**

Examples include: filters, drive belts, wiper blades, brake linings and pads, lubricants and fluids.

#### **Conformity**

Examples include conformity to manufacturer's specifications, UK and European legal requirements where applicable.

#### **Systems testing equipment**

Examples include: test instruments, emission test equipment, wheel alignment equipment, tyre tread depth gauges.

#### **Maintenance records**

Examples include: records of vehicle inspection, manufacturers', fleet, company or customer job cards.

#### **Major service**

As defined by manufacturers' specifications appropriate to the vehicle being working upon.

#### **Vehicles**

These can be any of the following – light vehicles.

Additionally these vehicles may be Si, Ci, Hybrid, Electric or Alternative fuelled vehicles.

#### **Alternative Fuel**

This is defined as any type of fuel that may be used to power an internal combustion engine, examples would include LPG, bio ethanol etc.

### **Routine vehicle maintenance**

Examples include: conducting scheduled maintenance, adjustments, replacements and replenishment of, or to, components and systems in accordance with manufacturer's instructions for the period and/or mileage interval.

### **Vehicle technical data**

Examples include: hard copy manuals, data on computer and data obtained from on-board diagnostic displays

### **Scope of this unit**

1. **Sources of technical information** are:

- a vehicle technical data
- b schedules of inspection
- c regulations.

2. **Examination methods** are:

- a aural
- b visual
- c functional
- d measurements.

3. **Assessments** are for:

- a malfunction
- b damage
- c fluid levels
- d leaks
- e wear
- f security
- g condition and serviceability
- h conformity
- i necessity for adjustment(s).

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

### **Vehicle maintenance, inspection and adjustment and record finding**

- a. Vehicle inspection techniques used in routine maintenance including:
  - i. aural
  - ii. visual and functional assessments on engine
  - iii. engine systems
  - iv. chassis systems
  - v. wheels and tyres
  - vi. transmission system
  - vii. electrical and electronic systems
  - viii. exterior vehicle body
  - ix. vehicle interior.
- b. The procedures used for inspecting the condition and serviceability of the following:

- i. filters
  - ii. drive belts
  - iii. wiper blades
  - iv. brake linings
  - v. pads
  - vi. tyres
  - vii. lights.
- c. Preparation and appropriate use of equipment to include:
    - i. test instruments
    - ii. emission equipment
    - iii. wheel alignment
    - iv. beam setting equipment
    - v. tyre tread depth gauges.
  - d. Procedures for checking and replenishing fluid levels:
    - i. oil
    - ii. water
    - iii. hydraulic fluids.
  - e. Procedures for checking and replacement of lubricants:
    - i. replace oil filters
    - ii. check levels
    - iii. types of oil
    - iv. cleanliness
    - v. disposal of old oil and filters.
  - f. Procedures for carrying out adjustments on vehicle systems or components:
    - i. clearances
    - ii. settings
    - iii. alignment
    - iv. operational performance (engine idle, exhaust gas).
  - g. Procedures for checking electrical systems:
    - i. operation
    - ii. security
    - iii. performance.
  - h. Importance and process of detailed inspection procedures:
    - i. following inspection checklists
    - ii. checking conformity to manufacturer's specifications
    - iii. UK and European legal requirements.
  - i. Importance and process of completing all relevant documentation relating to routine maintenance:
    - i. inspection records
    - ii. job cards
    - iii. vehicle repair records
    - iv. in-vehicle service history.

### **The need to use vehicle protection prior to repair**

- a. Requirements and methods used for protecting:
  - i. vehicle body panels
  - ii. paint surfaces
  - iii. seats
  - iv. carpets and floor mats.

### **The need to check the vehicle following routine maintenance**

- a. The need to inspect the vehicle following routine maintenance:
  - i. professional presentation of vehicle
  - ii. customer perceptions.
- b. The checks of vehicle following routine maintenance:
  - i. removal of oil and grease marks
  - ii. body panels
  - iii. paint surfaces

- iv. seats
- v. carpets and floor mats
- vi. re-instatement of components.

## Evidence requirements

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work they have carried out on real vehicles in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk.
3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy.
4. produce evidence of competently carrying out servicing activities on **at least 3 different vehicles. which collectively cover the Learning Outcomes**
5. Their assessor must physically observe them **in their normal workplace** carrying out a range of servicing activities on **at least 1 occasion.**
6. Evidence from simulated activities is **not** acceptable for this unit.

## Unit 102

# Remove and replace light vehicle engine units and components

<b>Level:</b>	<b>5</b>																																
<b>Credit value:</b>	16																																
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.																																
<b>Aim:</b>	This unit is about removing and replacing units and components where dismantling and reassembly of engine systems is required. It is also about evaluating the performance of replaced units and components. The units and components concerned are those <b>outside those replaced as part of normal routine, vehicle maintenance (servicing) activities.</b>																																
<b>Assessment requirements:</b>	<p><b>Performance objectives must</b> be assessed via a portfolio of evidence, gathered through observing the candidate at work. See the <b>Evidence Requirements</b> at the end of this unit for further details.</p> <p>Candidates <b>must</b> take the City &amp; Guilds 4310-152 on-line multiple choice test, which partly covers the <b>essential knowledge</b> within this unit.</p> <p>The essential knowledge statements, which are <b>not</b> covered by the test, are:</p> <table><thead><tr><th><b>2.1</b></th><th><b>2.2</b></th><th><b>2.3</b></th><th></th><th></th><th></th><th></th><th></th></tr></thead><tbody><tr><td>3.1</td><td>3.2</td><td>3.3</td><td>3.5</td><td>3.6</td><td>3.7</td><td>3.8</td><td></td></tr><tr><td>5.1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>6.4</td><td>6.6</td><td>6.7</td><td></td><td></td><td></td><td></td><td></td></tr></tbody></table> <p>This criteria <b>must</b> be assessed in one of the following ways:</p> <ul style="list-style-type: none"><li>oral or written questioning</li><li>professional discussion.</li></ul> <p>Centres must keep an audit trail to show that candidates have covered all of the essential knowledge.</p>	<b>2.1</b>	<b>2.2</b>	<b>2.3</b>						3.1	3.2	3.3	3.5	3.6	3.7	3.8		5.1								6.4	6.6	6.7					
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## Essential knowledge

The learner will need to understand:

### 1. **Legislative and organisational requirements and procedures**

- 1.1 the legal requirements relating to the vehicle
- 1.2 the health and safety legislation and workplace procedures relevant to vehicle maintenance activities and personal and vehicle protection
- 1.3 their workplace procedures for:
  - recording removal and replacement information
  - the referral of problems
  - reporting delays to the completion of work
- 1.4 the importance of documenting removal and replacement information
- 1.5 the importance of working to agreed timescales and keeping others informed of progress
- 1.6 the relationship between time and costs
- 1.7 the importance of reporting anticipated delays to the relevant person(s) promptly.

### 2. **Use of technical information**

- 2.1 how to find, interpret and use sources of information applicable to **units and component** removal and replacement within **engine systems**
- 2.2 the importance of using the correct sources of technical information
- 2.3 the purpose of and how to use identification codes.

### 3. **Electrical principles**

- 3.1 vehicle earthing principles and earthing methods
- 3.2 principles associated with vehicle engine systems, including types of sensors, actuators, their application and operation
- 3.3 types of circuit protection and why these are necessary
- 3.4 electrical safety procedures
- 3.5 how warning, charging and starter circuits work
- 3.6 electric symbols, units and terms
- 3.7 battery charging
- 3.8 electrical / electronic control system principles.

### 4. **Engine system operation and construction - in all cases this includes Si, Ci, Hybrid and Alternative fuel vehicles**

- 4.1 how **engine systems** and their related **units and components** are constructed, dismantled and reassembled for the classification of vehicle worked upon
- 4.2 how **engine systems** and their related **units and components** operate for the classification of vehicle worked upon.

### 5. **Equipment**

- 5.1 how to prepare, test and use all the removal and replacement **equipment** required.



**6. Engine unit and component removal and replacement - in all cases this includes Si, Ci, Hybrid and Alternative fuel vehicles**

- 6.1 how to remove and replace **engine system** mechanical and electrical units and components for the classification of vehicle worked upon
- 6.2 how to file, fit, tap, thread, cut and drill plastics and metals
- 6.3 how to select and fit gaskets, sealants, fittings and fasteners
- 6.4 how to test and evaluate the performance of replacement engine **units and components** and the reassembled system against the vehicle operating specifications and any legal requirements
- 6.5 the relationship between testing methods and the engine **units and components** replaced – the use of appropriate test methods
- 6.6 the properties of jointing materials and when and where they should be used
- 6.7 the manufacturer's specification for the type and quality of engine **units and components** to be used
- 6.8 how to work safely avoiding damage to other vehicle systems, components and units and contact with leakage and hazardous substances.

**Performance objectives**

**To be competent the learner must:**

1. wear suitable personal protective equipment and use vehicle coverings throughout all removal and replacement activities
2. support their removal and replacement activities by reviewing:
  - vehicle technical data
  - removal and replacement procedures
  - legal requirements
3. prepare, test and use all the **equipment** required following manufacturers' instructions
4. carry out all removal and replacement activities following:
  - manufacturers' instructions
  - recognised researched repair methods
  - health and safety requirements
5. work in a way which minimises the risk of:
  - damage to other vehicle systems
  - damage to other vehicle components and units
  - contact with leakage
  - contact with hazardous substances
  - damage to their working environment
6. ensure replaced engine **components and units** conform to the vehicle operating specification and any legal requirements
7. record and report any additional faults they notice during the course of their work promptly
8. use suitable **testing methods** to evaluate the performance of the reassembled system accurately
9. ensure the reassembled **system** performs to the vehicle operating specification and meets any legal requirements prior to return to the customer

10. ensure their records are accurate, complete and passed to the relevant person(s) promptly in the format required
11. complete all removal and replacement activities within the agreed timescale
12. report any expected delays in completion to the relevant person(s) promptly.

# Unit 102 Remove and replace light vehicle engine units and components

## Supporting information

### Key words and phrases

#### Agreed timescales

Examples include: manufacturer's recommended work times, job times set by the company or a job time agreed with a specific customer.

#### Commercial Vehicles

These are medium and large goods vehicles of 3500kgs gross vehicle mass (GVM) and above.

#### Units and components

Any units or component from the engine system as defined in the Scoping Statement below.

#### Vehicles

These can be any of the following – light vehicles, commercial vehicles, motorcycles, mopeds and scooters. Additionally these vehicles may be Si, Ci, Hybrid or Alternative fuelled vehicles.

#### Alternative Fuel

This is defined as any type of fuel that may be used to power an internal combustion engine, examples would include LPG, bio ethanol etc.

### Scope of this unit

1. **Equipment** is:
  - a hand tools
  - b special workshop tools
  - c general workshop equipment
  - d electrical testing equipment.
  
2. **Testing methods** are:
  - a visual
  - b aural
  - c functional
  - d measurement.
  
3. **Units and components** are:
  - a mechanical
  - b electrical.

4. **Engine systems** are:
- a engine mechanical systems
  - b cooling, heating and ventilation systems
  - c air supply and exhaust systems
  - d fuel and ignition systems
  - e engine electrical systems
  - f lubrication systems.

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

### **Engines**

- a. Engine types and configurations:
  - i. inline
  - ii. flat
  - iii. vee
  - iv. four-stroke cycle and two-stroke cycle for spark ignition and compression ignition engines
  - v. naturally aspirated and turbo-charged engines
  - vi. hybrid fuel engines.
- b. Relative advantages and disadvantages of different engine types and configurations.
- c. Engine components and layouts:
  - i. single (OHC) and multi camshaft (DOHC)
  - ii. single and multi cylinder (2, 4, 6, 8 cylinder types).
- d. Cylinder head layout and design, combustion chamber and piston design.
- e. Calculate compression ratios from given data.
- f. The procedures used when inspecting engines.
- g. The procedures to assess:
  - i. serviceability
  - ii. wear
  - iii. condition
  - iv. clearances
  - v. settings
  - vi. linkages
  - vii. joints
  - viii. fluid systems
  - ix. adjustments
  - x. operation and functionality
  - xi. security.
- h. Symptoms and faults associated with mechanical engine operation:
  - i. poor performance
  - ii. abnormal or excessive mechanical noise
  - iii. erratic running
  - iv. low power
  - v. exhaust emissions
  - vi. abnormal exhaust smoke

- vii. unable to start
- viii. exhaust gas leaks to cooling system
- ix. exhaust gas leaks.

### **Lubrication**

- a. The advantages and disadvantages of wet and dry systems.
- b. Engine lubrication system:
  - i. splash and pressurised systems
  - ii. pumps
  - iii. pressure relief valve
  - iv. filters
  - v. oil ways
  - vi. oil coolers.
- c. Terms associated with lubrication and engine oil:
  - i. full-flow
  - ii. hydrodynamic
  - iii. boundary
  - iv. viscosity
  - v. multi-grade
  - vi. natural and synthetic oil
  - vii. viscosity index
  - viii. multi-grade.
- d. The requirements and features of engine oil:
  - i. operating temperatures
  - ii. pressures
  - iii. lubricant grades
  - iv. viscosity
  - v. multi-grade oil
  - vi. additives
  - vii. detergents
  - viii. dispersants
  - ix. anti-oxidants inhibitors
  - x. anti-foaming agents
  - xi. anti-wear
  - xii. synthetic oils
  - xiii. organic oils
  - xiv. mineral oils.
- e. Symptoms and faults associated with lubrication systems:
  - i. excessive oil consumption
  - ii. oil leaks
  - iii. oil in water
  - iv. low or excessive pressure
  - v. oil contamination.
- f. The procedures used when inspecting lubrication system.

### **Cooling, Heating and Ventilation**

- a. The components, operating principles, and functions of engine cooling systems.
- b. Procedures used to remove, replace and adjust cooling system components:
  - i. cooling fans and control devices

- ii. header tanks, radiators and pressure caps
- iii. heater matrices and temperature control systems
- iv. expansion tanks hoses, clips and pipes
- v. thermostats impellers and coolant
- vi. ventilation systems.
- c. The preparation and method of use of appropriate specialist equipment used to evaluate system performance following component replacement:
  - i. system pressure testers
  - ii. pressure cap testers
  - iii. hydrometer, or anti-freeze testing equipment
  - iv. chemical tests for the detection of combustion gas.
- d. The layout and construction of internal heater systems.
- e. The controls and connections within internal heater system.
- f. Symptoms and faults associated with cooling systems:
  - i. water leaks
  - ii. water in oil
  - iii. internal heating system: efficiency, operation, leaks, controls, air filtration, air leaks and contamination
  - iv. excessively low or high coolant temperature.
- g. The procedures used when inspecting:
  - i. internal heating system
  - ii. cooling system.

### **General**

- a. The preparation, testing and use of tools and equipment used for:
  - i. dismantling
  - ii. removal and replacement of engine units and components.
- b. Appropriate safety precautions:
  - i. PPE
  - ii. vehicle protection when dismantling
  - iii. removal and replacing engine units and components.
- c. The importance of logical and systematic processes.
- d. The inspection and testing of engine units and components.
- e. The preparation of replacement units for re-fitting or replacement.
- f. The reasons why replacement components and units must meet the original specifications (OES) – warranty requirements, to maintain performance and safety requirements.
- g. Refitting procedures.
- h. The inspection and testing of units and system to ensure compliance with manufacturer's, legal and performance requirements.
- i. The inspection and re-instatement of the vehicle following repair to ensure customer satisfaction:
  - i. cleanliness of vehicle interior and exterior
  - ii. security of components and fittings
  - iii. re-instatement of components and fittings.

## Evidence Requirements

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work they have carried out on real vehicles in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk.
3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy.
4. produce evidence of removing and replacing units or components from **4** of the **5\*** systems listed below. The evidence **must** come from work **in their normal workplace**.
  - engine mechanical systems
  - cooling systems
  - air supply and exhaust systems
  - engine management system
  - lubrication systems (not including standard external filters)
5. be observed by their assessor on at least **1** occasion removing and replacing components or units.

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

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

## Unit 103

# Remove and replace light vehicle electrical units and components

<b>Level:</b>	<b>5</b>
<b>Credit value:</b>	16
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	<p>This unit is about removing and replacing units and components previously identified as faulty or damaged or where the customer has requested replacements. It is also about evaluating the performance of replaced units and components.</p> <p>The units and components concerned are those outside those replaced as part of normal routine vehicle maintenance.</p>
<b>Assessment requirements:</b>	<p><b>Performance objectives must</b> be assessed via a portfolio of evidence, gathered through observing the candidate at work. See the <b>Evidence Requirements</b> at the end of this unit for further details.</p> <p>Candidates <b>must</b> take the City &amp; Guilds 4310-153 on-line multiple choice test, which partly covers the <b>essential knowledge</b> within this unit.</p> <p>The essential knowledge statement, which is <b>not</b> covered by the test, is:</p> <p><b>6.5</b></p> <p>This criterion <b>must</b> be assessed in one of the following ways:</p> <ul style="list-style-type: none"><li>• oral or written questioning</li><li>• professional discussion.</li></ul> <p>Centres must keep an audit trail to show that candidates have covered all of the essential knowledge.</p>



## Essential knowledge

The learner will need to understand:

### 1. **Legislative and organisational requirements and procedures**

- 1.1 the legal requirements relating to the vehicle (including road safety and refrigerant handling, fuel storage or other requirements)
- 1.2 the health and safety legislation and workplace procedures relevant to vehicle maintenance activities and personal and vehicle protection
- 1.3 their workplace procedures for:
  - recording removal and replacement information
  - the referral of problems
  - reporting delays to the completion of work
- 1.4 the importance of documenting removal and replacement information
- 1.5 the importance of working to agreed timescales and keeping others informed of progress
- 1.6 the relationship between time and costs
- 1.7 the importance of reporting anticipated delays to the relevant person(s) promptly.

### 2. **Use of technical information**

- 2.1 how to find, interpret and use sources of information applicable to **electrical units and component** removal and replacement
- 2.2 the importance of using the correct sources of technical information
- 2.3 the purpose of and how to use identification codes.

### 3. **Electrical auxiliary system operation and construction**

- 3.1 how **electrical units and components** are constructed, removed and replaced for the classification of vehicle worked upon
- 3.2 how **electrical units and components** operate for the classification of vehicle worked upon.

### 4. **Equipment**

- 4.1 how to prepare, test and use all the removal and replacement **equipment** required.

### 5. **Electrical and electronic principles**

- 5.1 vehicle earthing principles and earthing methods
- 5.2 electrical and electronic principles associated with electrical systems, including types of sensors and actuators, their application and operation
- 5.3 types of circuit protection and why these are necessary
- 5.4 electrical safety procedures
- 5.5 how lighting, warning, charging and starter circuits work
- 5.6 electric symbols, units and terms
- 5.7 electrical/electronic control system principles.

<p><b>6. Electrical units and component removal and replacement</b></p> <p>6.1 how to remove and replace <b>electrical units and components</b> for the classification of vehicle worked upon</p> <p>6.2 how to test and evaluate the performance of replacement <b>electrical units and components</b> and the reassembled system against the vehicle operating specifications and any legal requirements</p> <p>6.3 the relationship between testing methods and the <b>electrical units and components</b> replaced – the use of appropriate test methods</p> <p>6.4 the manufacturer’s specification for the type and quality of <b>electrical units and components</b> to be used</p> <p>6.5 how to work safely avoiding damage to other vehicle systems, components and units and contact with leakage and hazardous substances.</p>
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### Performance objectives

<p><b>To be competent the learner must:</b></p> <ol style="list-style-type: none"> <li>1. wear suitable personal protective equipment and use vehicle coverings throughout all removal and replacement activities</li> <li>2. support their removal and replacement activities by reviewing: <ul style="list-style-type: none"> <li>• vehicle technical data</li> <li>• removal and replacement procedures</li> <li>• legal requirements</li> </ul> </li> <li>3. prepare, test and use all the <b>equipment</b> required following manufacturers’ instructions</li> <li>4. carry out all removal and replacement activities following: <ul style="list-style-type: none"> <li>• manufacturers’ instructions</li> <li>• their workplace procedures</li> <li>• health and safety requirements.</li> </ul> </li> <li>5. work in a way which minimises the risk of: <ul style="list-style-type: none"> <li>• damage to other vehicle systems</li> <li>• damage to other vehicle components and units</li> <li>• contact with leakage</li> <li>• contact with hazardous substances</li> </ul> </li> <li>6. ensure replaced <b>electrical auxiliary units and components</b> conform to the vehicle operating specification and any legal requirements</li> <li>7. record and report any additional faults they notice during the course of their work promptly</li> <li>8. use suitable <b>testing methods</b> to evaluate the performance of the reassembled system accurately</li> <li>9. ensure the reassembled system performs to the vehicle operating specification and meets any legal requirements prior to return to the customer</li> <li>10. ensure their records are accurate, complete and passed to the relevant person(s) promptly in the format required</li> <li>11. complete all removal and replacement activities within the agreed timescale</li> <li>12. report any expected delays in completion to the relevant person(s) promptly.</li> </ol>
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# Unit 103 Remove and replace light vehicle electrical units and components

## Supporting information

### Key words and phrases

#### Agreed timescales

Examples include: manufacturer's recommended work times, job times set by the company or a job time agreed with a customer.

#### Comfort and convenience systems

Examples are heated seats, electrically adjusted seats, heated screens, electric mirrors, heating, climate control and air conditioning.

#### Commercial vehicles

These are medium and large goods vehicles of 3500kgs gross vehicle mass (GVM) and above.

#### Units and components

Any unit or component from the electrical systems defined in the Scoping Statement below.

#### Vehicles

These can be any of the following – light vehicles, commercial vehicles, motorcycles, mopeds and scooters. Additionally these vehicles may be Si, Ci, Hybrid or Alternative fuelled vehicles.

#### Alternative Fuel

This is defined as any type of fuel that may be used to power an internal combustion engine, examples would include LPG, bio ethanol etc.

### Scope of this unit

1. **Equipment** is:
  - a hand tools
  - b special workshop tools
  - c general workshop equipment
  - d electrical metres.
  
2. **Testing methods** are:
  - a visual
  - b aural
  - c functional
  - d measurement.

3. **Electrical units and components** are:
- a lighting systems
  - b wiper systems
  - c security and alarm systems
  - d comfort and convenience systems
  - e infotainment systems
  - f communication systems
  - g electric window systems
  - h monitoring and instrumentation systems.

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

### **Electrical/electronic principles**

- a. Electrical units:
  - i. volt (electrical pressure)
  - ii. ampere (electrical current)
  - iii. ohm (electrical resistance)
  - iv. watt (power).
- b. The requirements for an electrical circuit:
  - i. battery
  - ii. cables
  - iii. switch
  - iv. current consuming device
  - v. continuity.
- c. The direction of current flow and electron flow.
- d. Series and parallel circuits to include:
  - i. current flow
  - ii. voltage of components
  - iii. volt drop
  - iv. resistance.
  - v. the effect on circuit operation of open circuit component(s).
- e. Earth and insulated return systems.
- f. Cable sizes and colour codes.
- g. Different types of connectors, terminals and circuit protection devices.
- h. Common electrical and electronic symbols.
- i. The meaning of:
  - i. short circuit
  - ii. open circuit
  - iii. bad earth
  - iv. high resistance
  - v. electrical capacity.
- j. The principles of vehicle electronic systems and components.
- k. Interpret vehicle wiring diagrams to include:
  - i. vehicle lighting
  - ii. auxiliary circuits
  - iii. indicators
  - iv. starting and charging systems.

- l. Function and construction of electrical components including:
  - i. circuit relays
  - ii. bulb types
  - iii. fan and heater
  - iv. circuit protection.
- m. The safety precautions when working on electrical and electronic systems to include:
  - i. disconnection and connection of battery
  - ii. avoidance of short circuits
  - iii. power surges
  - iv. prevention of electric shock
  - v. protection of electrical and electronic components
  - vi. protection of circuits from overload or damage.
- n. The set-up and use of:
  - i. digital and analogue multi-meters
  - ii. voltmeter
  - iii. ammeter
  - iv. ohmmeter
  - v. oscilloscope
  - vi. manufacturer's dedicated test equipment.
- o. Electrical and electronic checks for electrical and electronic systems to include:
  - i. connections
  - ii. security
  - iii. functionality
  - iv. performance to specifications
  - v. continuity, open circuit
  - vi. short circuit
  - vii. high resistance
  - viii. volt drop
  - ix. current consumption
  - x. output patterns (oscilloscope).
- p. Symptoms and faults associated with electrical and electronic systems to include:
  - i. high resistance
  - ii. loose and corroded connections
  - iii. short circuit
  - iv. excessive current consumption
  - v. open circuit
  - vi. malfunction
  - vii. poor performance
  - viii. battery faults to include flat battery
  - ix. failure to hold charge
  - x. low state of charge
  - xi. overheating
  - xii. poor starting.

### **Battery and charging**

- a. The construction and operation of vehicle batteries including:
  - i. low maintenance and maintenance free
  - ii. lead acid and nickel cadmium types

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

### **Starting**

- a. The layout, construction and operation of engine starting systems: inertia and pre-engaged principles.
- b. The function and operation of the following components:
- i. inertia and pre-engaged starter motor
  - ii. starter ring gear
  - iii. pinion
  - iv. starter solenoid
  - v. ignition/starter switch
  - vi. starter relay (if appropriate)
  - vii. one-way clutch (pre-engaged starter motor).

### **Lighting**

- a. Function and construction of electrical components including:
- i. front and tail lamps
  - ii. main and dip beam headlamps
  - iii. fog and spot lamps
  - iv. lighting and dip switch
  - v. directional indicators.
- b. The circuit diagram and operation of components for:
- i. side and tail lamps
  - ii. headlamps
  - iii. interior lamps
  - iv. fog and spot lamps
  - v. direction indicators.
- c. The statutory requirements for vehicle lighting when using a vehicle on the road.
- d. Headlamp adjustment and beam setting.

### **Auxiliary systems**

- a. Function and construction of electrical components including:
- i. central door locking
  - ii. anti theft devices
  - iii. manual locking and dead lock systems

- iv. window winding
  - v. demisting systems
  - vi. door mirror operation mechanisms
  - vii. interior lights and switching
  - viii. sun roof operation.
- b. The circuit diagram and operation of components for:
- i. central door locking
  - ii. anti theft devices
  - iii. manual locking and dead lock systems
  - iv. window winding
  - v. demisting systems
  - vi. door mirror operation mechanisms
  - vii. sun roof operation.
- c. Comfort and convenience systems to include:
- i. heated seats
  - ii. electrically adjusted seats
  - iii. heated screens
  - iv. electric mirrors
  - v. heating
  - vi. climate control
  - vii. air conditioning.

### **General**

- a. The preparation, testing and use of:
- i. tools and equipment
  - ii. electrical meters and equipment used for dismantling
  - iii. removal and replacement of electrical and electronic systems and components.
- b. Appropriate safety precautions:
- i. PPE
  - ii. vehicle protection when dismantling
  - iii. removal of and replacing electrical and electronic components and systems.
- c. The importance of logical and systematic processes.
- d. Preparation of replacement units for re-fitting or replacement electrical and electronic components and systems.
- e. The reasons why replacement components and units must meet the original specifications (OES) – warranty requirements, to maintain performance, safety requirements.
- f. Refitting procedures.
- g. The inspection and testing of units and systems to ensure compliance with manufacturer's, legal and performance requirements.
- h. Inspection and re-instatement of the vehicle following repair to ensure:
- i. customer satisfaction
  - ii. cleanliness of vehicle interior and exterior
  - iii. security of components and fittings
  - iv. re-instatement of components and fittings.

## Evidence Requirements

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work they have carried out on real vehicles in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk.
3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy.
4. produce evidence of removing and replacing **at least 5** units or components, **each** from a **different** electrical system. At least **4** of these **5** pieces of evidence **must** come from work **in their normal workplace**.
5. be observed by their assessor on **at least 1 occasion in their normal workplace** carrying out the removal and replacement of at least **1** of the following\*:
  - engine starting
  - battery charging
6. be observed by their assessor on **at least 1 occasion in their normal workplace** successfully carrying out the removal and replacement of electrical units and components \*:
  - a. lighting
  - b. wiper
  - c. security and alarm
  - d. comfort and convenience
  - e. information and entertainment
  - f. telephone and two-way communication
  - g. electric window systems
  - h. monitoring and instrumentation systems

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

Simulated activities **will be** acceptable to assess candidates' removal and replacement competence on no more than **1** occasion.



## Unit 104

# Remove and replace light vehicle chassis units and components

<b>Level:</b>	<b>5</b>
<b>Credit value:</b>	16
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	This unit is about removing and replacing units and components where dismantling and reassembly of chassis systems is required. It is also about evaluating the performance of replaced units and components. The units and components concerned are those <b>outside those replaced as part of normal routine, vehicle maintenance (servicing) activities.</b>
<b>Assessment requirements:</b>	<p><b>Performance objectives must</b> be assessed via a portfolio of evidence, gathered through observing the candidate at work. See the <b>Evidence Requirements</b> at the end of this unit for further details.</p> <p>Candidates <b>must</b> take the City &amp; Guilds 4310-154 on-line multiple choice test, which partly covers the <b>essential knowledge</b> within this unit.</p> <p>The essential knowledge statements, which are <b>not</b> covered by the test, are:</p> <p><b>3.1 3.2 3.3 3.5 3.6</b></p> <p>This criteria <b>must</b> be assessed in one of the following ways:</p> <ul style="list-style-type: none"><li>• oral or written questioning</li><li>• professional discussion.</li></ul> <p>Centres must keep an audit trail to show that candidates have covered all of the essential knowledge.</p>

## Essential knowledge

The learner will need to understand:

### 1. **Legislative and organisational requirements and procedures**

- 1.1 the legal requirements relating to the vehicle
- 1.2 the health and safety legislation and workplace procedures relevant to vehicle maintenance activities and personal and vehicle protection
- 1.3 their workplace procedures for:
  - recording removal and replacement information
  - the referral of problems
  - reporting delays to the completion of work
- 1.4 the importance of documenting removal and replacement information
- 1.5 the importance of working to agreed timescales and keeping others informed of progress
- 1.6 the relationship between time and costs
- 1.7 the importance of reporting anticipated delays to the relevant person(s) promptly.

### 2. **Use of technical information**

- 2.1 how to find, interpret and use technical information applicable to **unit and component** removal and replacement within **chassis systems**
- 2.2 the importance of using the correct sources of technical information
- 2.3 the purpose of and how to use identification codes.

### 3. **Electrical and electronic principles**

- 3.1 vehicle earthing principles and earthing methods
- 3.2 electrical and electronic principles associated with chassis and transmission systems, including types of sensors and actuators, their application and operation
- 3.3 types of circuit protection and why these are necessary
- 3.4 electrical safety procedures
- 3.5 electric symbols, units and terms
- 3.6 electrical and electronic control system principles.

### 4. **Chassis system operation and construction**

- 4.1 how **chassis systems** and their related **units and components** are constructed, removed and replaced for the classification of vehicle worked upon
- 4.2 how **chassis systems** and their related **units and components** operate for the classification of vehicle worked upon.

### 5. **Equipment**

- 5.1 how to prepare, test and use all the removal and replacement **equipment** required.

**6. Chassis system unit and component removal and replacement. In all cases this includes: Si, Ci, Hybrid and Alternative fuel vehicles**

- 6.1 how to remove and replace **chassis system** mechanical, electrical and hydraulic units and components for the classification of vehicle worked upon
- 6.2 how to file, fit, tap, thread, cut and drill plastics and metals
- 6.3 how to select and use gaskets, sealants, seals, fittings and fasteners
- 6.4 how to test and evaluate the performance of replacement chassis system **units and components** and the reassembled system against the vehicle operating specifications and any legal requirements
- 6.5 the relationship between testing methods and the chassis system **units and components** replaced – the use of appropriate test methods
- 6.6 when replacement units and components must meet the original equipment specification (OES) for warranty or other requirements
- 6.7 how to work safely avoiding damage to other vehicle systems, components and units and contact with leakage and hazardous substances. (Any special arrangements or precautions when working with alternative fuel or hybrid vehicles **must** be covered).

**Performance objectives**

**To be competent the learner must:**

1. wear suitable personal protective equipment and use vehicle coverings throughout all removal and replacement activities
2. support their removal and replacement activities by reviewing:
  - vehicle technical data
  - removal and replacement procedures
  - legal requirements
3. prepare, set up, test and use all the **equipment** required following manufacturers' instructions.
4. carry out all removal and replacement activities following:
  - manufacturer's instructions
  - recognised researched repair methods
  - their workplace procedures
  - health and safety requirements
5. work in a way which minimises the risk of:
  - damage to other vehicle systems
  - damage to other vehicle components and units
  - contact with leakage
  - contact with hazardous substances
  - damage to their working environment
6. ensure replaced chassis **units and components** conform to the vehicle operating specification and any legal requirements
7. record and report any additional faults they notice during the course of their work promptly
8. use suitable **testing methods** to evaluate the performance of the reassembled system accurately

9. ensure the reassembled **chassis system** performs to the vehicle operating specification and meets any legal requirements prior to return to the customer
10. ensure their records are accurate, complete and passed to the relevant person(s) promptly in the format required
11. complete all removal and replacement activities within the agreed timescale
12. report any expected delays in completion to the relevant person(s) promptly.

# Unit 104 Remove and replace light vehicle chassis units and components

## Supporting information

### Key words and phrases

#### Agreed timescales

Examples include: manufacturer's recommended work times, job times set by the company or a job time agreed with a specific customer.

#### Units and components

Any unit or component from the chassis systems defined in the Scoping Statement below.

#### Functional testing

Examples include: use of brake roller tester, chassis dynamometer, suspension activation, security activator.

#### Steering and suspension system

For the purposes of this unit, this will also include wheels and tyres.

#### Vehicles

These can be any of the following – light vehicles.

Additionally these vehicles may be Si, Ci, Hybrid or Alternative fuelled vehicles.

#### Alternative Fuel

This is defined as any type of fuel that may be used to power an internal combustion engine, examples would include LPG, bio ethanol etc.

### Scope of this unit

1. **Equipment** is:
  - a hand tools
  - b special workshop tools
  - c general workshop equipment
  - d electrical metres.
  
2. **Testing methods** are:
  - a visual
  - b aural
  - c functional
  - d measurement.

3. **Units and components** are:

- a mechanical
- b electrical
- c hydraulic.

4. **Chassis systems** are:

- a steering
- b suspension
- c braking.

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

### **Steering**

- a. The action and purpose of steering geometry:
  - i. castor angle
  - ii. camber angle
  - iii. kingpin or swivel pin inclination
  - iv. negative offset
  - v. wheel alignment (tracking) (toe in and toe out)
  - vi. toe out on turns
  - vii. steered wheel geometry.
- b. The following terms associated with steering:
  - i. Ackerman principle
  - ii. slip angles
  - iii. self-aligning torque oversteer and understeer
  - iv. neutral steer.
- c. The components and layout of hydraulic power steering systems:
  - i. piston and power cylinders
  - ii. drive belts and pumps
  - iii. hydraulic valve (rotary, spool and flapper type)
  - iv. hydraulic fluid.
- d. The advantages of power assisted steering.
- e. The operation of hydraulic power steering.
- f. The principles of electronic power steering systems.
- g. The procedures used for inspecting the serviceability and condition of:
  - i. manual steering
  - ii. power steering.
- h. Steering system defects to include:
  - i. uneven tyre wear
  - ii. wear on outer edge of tyre
  - iii. wear on inner edge of tyre
  - iv. uneven wear
  - v. flats on tread
  - vi. steering vibrations
  - v. wear in linkage
  - vi. damage linkage
  - vii. incorrect wheel alignment

viii. incorrect steering geometry.

### **Suspension**

- a. The layout and components of suspension systems:
  - i. non-independent suspensions
  - ii. independent front suspension (IFS)
  - iii. independent rear suspension (IRS)
  - iv. hydraulic
  - v. hydro-pneumatic
  - vi. rigid axle types.
- b. The operation of suspension systems and components:
  - i. leaf and coil springs
  - ii. torsion bar
  - iii. rubber springs
  - iv. Macpherson strut system
  - v. hydraulic
  - vi. hydro-pneumatic
  - vii. hydraulic dampers
  - viii. trailing arms
  - ix. wish bones
  - x. ball joints
  - xi. track control arms
  - xii. bump stops
  - xiii. anti-roll bars
  - xiv. stabiliser bars
  - xv. swinging arms
  - xvi. parallel link
  - xvii. swinging half-axles
  - xviii. transverse link
  - xix. semi-swinging arms.
- c. The advantages of different systems including:
  - i. non-independent
  - ii. independent suspension (IFS)
  - iii. independent suspension (IRS)
  - iv. hydraulic
  - v. hydro-pneumatic
  - vi. rigid axle.
- d. The principles of electronic suspensions systems.
- e. The forces acting on suspension systems during braking, driving and cornering.
- f. The methods of locating the road wheels against braking, driving and cornering forces.
- g. The methods of controlling cornering forces by fitting anti-roll torsion members.
- h. Suspension terms:
  - i. rebound
  - ii. bump
  - iii. float
  - iv. dive
  - v. pitch

- vi. roll
- vii. compliance.
- i. The procedures used for inspecting the serviceability and condition of the suspension system
- j. Suspension system defects:
  - i. wheel hop
  - ii. ride height (unequal and low)
  - iii. wear
  - iv. noises under operation
  - v. fluid leakage
  - vi. excessive travel
  - vii. excessive tyre wear
  - viii. bounce
  - ix. poor vehicle handling
  - x. worn dampers
  - xi. worn joints
  - xii. damaged linkages.

### **Brakes**

- a. The construction and operation of drum brakes:
  - i. leading and trailing shoe construction
  - ii. self-servo action
  - iii. automatic adjusters
  - iv. backing plates
  - v. parking brake system.
- b. The construction and operation of disc brakes:
  - i. disc pads
  - ii. calliper
  - iii. brake disc
  - iv. ventilated disc
  - v. disc pad retraction
  - vi. parking brake system
  - vii. electrical and electronic components
  - viii. wear indicators and warning lamps.
- c. The construction and operation of the hydraulic braking system:
  - i. single and dual line layout
  - ii. master cylinders
  - iii. wheel cylinders
  - iv. disc brake calliper and pistons
  - v. brake pipe
  - vi. brake servo
  - vii. warning lights
  - viii. parking brakes
  - ix. equalising valves.
- d. The principles and components of electronic ABS systems, electrical and electronic components.
- e. The requirements and hazards of brake fluid:
  - i. boiling point
  - ii. hygroscopic action
  - iii. manufacturer's change periods
  - iv. fluid classification and rating



- v. potential to damage paint surfaces.
- f. Terms associated with mechanical and hydraulic braking systems:
  - i. braking efficiency
  - ii. brake fade
  - iii. brake balance
  - iv. ABS.
- g. The procedures used for inspecting the serviceability and condition of the braking system.
- h. Braking system defects:
  - i. worn shoes or pads
  - ii. worn or scored brake surfaces
  - iii. abnormal brake noises
  - iv. brake judder
  - v. fluid contamination of brake surfaces
  - vi. fluid leaks
  - vii. pulling to one side
  - viii. poor braking efficiency
  - ix. lack of servo assistance
  - x. brake drag
  - xi. brake grab
  - xii. brake fade.

### **Wheel and tyres**

- a. The construction of different types of tyre:
  - i. radial
  - ii. cross ply
  - iii. bias belted
  - iv. tread patterns
  - v. tyre mixing regulations
  - vi. tyre applications.
- b. Tyre markings:
  - i. tyre and wheel size markings
  - ii. speed rating
  - iii. direction of rotation
  - iv. profile
  - v. load rating
  - vi. ply rating
  - vii. tread-wear indicators.
- c. Wheel construction:
  - i. light alloy
  - ii. pressed steel and wire wheels
  - iii. flat-edge and double hump rims.
- d. Types of wheel bearing arrangements:
  - i. non-driving.
- e. Types of bearing used for wheel bearing arrangements:
  - i. roller
  - ii. taper roller
  - iii. needle
  - iv. ball and plain.
- f. The procedures used for inspecting the serviceability and condition of:

- i. tyres and wheels
- ii. bearings.
- g. The defects associated with tyres and wheels:
  - i. abnormal tyre wear
  - ii. cuts
  - iii. side wall damage
  - iv. wheel vibrations
  - v. tyre noise (squeal during cornering)
  - vi. tyre over heating (low pressure)
  - vii. tread separation.

### General

The procedures for dismantling, removal and replacement of chassis system components

- a. The preparation:
  - i. testing and use of tools and equipment
  - ii. electrical meters and equipment used for dismantling
  - iii. removing and replacing chassis systems and components.
- b. Appropriate safety precautions:
  - i. PPE
  - ii. vehicle protection when dismantling
  - iii. removing and replacing chassis systems and components.
- c. The importance of logical and systematic processes.
- d. The inspection and testing of chassis systems and components.
- e. The preparation of replacement units for re-fitting or replacement of chassis systems or components.
- f. Identify the reasons why replacement components and units must meet the original specifications (OES):
  - i. warranty requirements
  - ii. to maintain performance
  - iii. safety requirements.
- g. Refitting procedures.
- h. The inspection and testing of units and systems to ensure compliance with manufacturer's, legal and performance requirements.
- i. The inspection and re-instatement of the vehicle following repair to ensure customer satisfaction:
  - i. cleanliness of vehicle interior and exterior
  - ii. security of components and fittings
  - iii. re-instatement of components and fittings.

### Evidence Requirements

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work they have carried out on real vehicles in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk
3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy

4. produce evidence of removing and replacing **3 different units or components** in total which **must include items from** steering, suspension and braking systems. Your evidence must include demonstration of competence **in each** aspect of mechanical, electrical and hydraulic/fluid units or component removal and replacement.
5. be observed in your normal workplace on at least **1 occasion** successfully removing and replacing units and components from one of the following systems:
  - steering
  - suspension
  - braking

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

## Unit 105

## Inspect light vehicles using prescribed inspection methods

<b>Level:</b>	<b>5</b>
<b>Credit value:</b>	7
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	This unit is about carrying out a range of inspections on vehicles using a variety of prescribed testing and inspection methods.
<b>Assessment requirements:</b>	<p><b>Performance objectives must</b> be assessed via a portfolio of evidence, gathered through observing the candidate at work. See the <b>Evidence Requirements</b> at the end of this unit for further details.</p> <p>Candidates <b>must</b> take the City &amp; Guilds 4310-155 on-line multiple choice test, which partly covers the <b>essential knowledge</b> within this unit.</p> <p>The essential knowledge statement, which is <b>not</b> covered by the test, is:</p> <p><b>3.1</b></p> <p>This criterion <b>must</b> be assessed in one of the following ways:</p> <ul style="list-style-type: none"><li>• oral or written questioning</li><li>• professional discussion.</li></ul> <p>Centres must keep an audit trail to show that candidates have covered all of the essential knowledge.</p>

## Essential knowledge

The learner will need to understand:

### 1. **Legislative and organisational requirements and procedures - in all cases this includes: Si, Ci, Hybrid and Alternative fuel vehicles**

- 1.1 the health and safety legislation and workplace procedures relevant to conducting **vehicle inspections** and personal and vehicle protection
- 1.2 the legislation relevant to the **activities** described in the Scope Statement for this unit
- 1.3 their workplace procedures for:
  - recording **vehicle inspections** and any variations from acceptable tolerances
  - the referral of problems
  - reporting delays to the completion of work
- 1.4 the importance of making accurate records of the results of their tests and inspections and interpreting them correctly
- 1.5 the importance of working to agreed timescales and keeping others informed of progress
- 1.6 the relationship between time and costs
- 1.7 the importance of reporting anticipated delays to the relevant person(s) promptly.

### 2. **Sources of information**

- 2.1 how to find, interpret and use technical information
- 2.2 the importance of using technical information to inform their inspection and testing of vehicles.

### 3. **Testing methods and the conduct of Inspections. In all cases this includes Si, Ci, Hybrid and Alternative fuel vehicles**

- 3.1 how vehicle systems operate (including the engine area, transmission area, chassis / frame area and electrical area) and the operational tolerances for the vehicle(s) on which they are working
- 3.2 how to follow procedures to carry out the systematic inspections described in the scoping statement
- 3.3 how to confirm the correct operation of vehicle systems and vehicle condition
- 3.4 how to compare test and inspection results against vehicle specifications and legal requirements
- 3.5 how to record test and inspection results in the format required
- 3.6 how to make recommendations based upon the results of their inspections
- 3.7 the implications of failing to carry out inspections activities correctly
- 3.8 the implications of signing workplace documentation and vehicle records.

## Performance objectives

### To be competent the learner must:

1. use suitable personal protective equipment throughout all **vehicle inspection** activities
2. use suitable sources of technical information to support their **vehicle inspection** activities
3. carry out systematic vehicle inspections following:
  - manufacturer's approved procedures
  - recognised researched repair methods
  - health and safety requirements
  - prescribed documentation
4. confirm all systems and components inspected, function correctly following the manufacturer's specifications
5. ensure their comparison of the vehicle against specification accurately identifies any:
  - differences from the vehicle specification
  - vehicle appearance and condition faults
6. work in a way which minimises the risk of damage to the vehicle and its systems, other people and their property
7. make suitable recommendations for **future action** based upon the results of their tests and inspections
8. ensure their records are accurate, complete and passed to the relevant person(s) promptly in the format required. (This includes all vehicle related paperwork)
9. complete all inspection activities within the agreed timescale and to specification
10. report any anticipated delays in completion to the relevant person(s) promptly.

# Unit 105      Inspect light vehicles using prescribed inspection methods

## Supporting information

### Key words and phrases

#### Agreed timescales

Examples include: manufacturer's recommended work times, job times set by the company or a job time agreed with a specific customer.

#### Commercial Vehicles

These are medium and large goods vehicles of 3500kgs gross vehicle mass (GVM) and above.

#### Vehicles

These can be any of the following – light vehicles.

Additionally these vehicles may be Si, Ci, Hybrid or Alternative fuelled vehicles.

#### Alternative Fuel

This is defined as any type of fuel that may be used to power an internal combustion engine, examples would include LPG, bio ethanol etc.

#### Sources of technical information

Examples include pre-determined / pre-printed inspection schedules, manufacturers' manuals and Trade Association check lists, workplace procedures.

### Scope of this unit

1. **Vehicle inspections** are:

- a pre-work
- b post work
- c pre-delivery
- d maintenance inspection.

Examples of maintenance inspection at this level include; brake inspections, seasonal inspections, tyre inspections etc.

2. **Test methods** are:

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

3. **Examples of equipment** includes:

Appropriate test equipment to correctly confirm the functionality of the system that they are inspecting; this may include measuring equipment, specialist diagnostic equipment or any type of tool required.

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

**Pre and post work vehicle inspections and record findings**

- a. PPE and vehicle protection relating to:
  - i. vehicle body panels
  - ii. paint surfaces
  - iii. seats
  - iv. carpets and floor mats prior to conducting vehicle inspections.
- b. Pre and post work vehicle inspection procedures:
  - i. aural
  - ii. visual and functional assessments on engine
  - iii. engine systems
  - iv. chassis systems
  - v. wheels and tyres
  - vi. transmission system
  - vii. electrical and electronic systems
  - viii. exterior vehicle body
  - ix. vehicle interior
- c. The methods for carrying out inspections for: damage, corrosion, fluid leaks, wear, security, mounting security and condition to include;
  - i. engines and engine systems
  - ii. chassis systems
  - iii. brakes
  - iv. steering
  - v. suspension
  - vi. wheels
  - vii. tyres
  - viii. body panels
  - ix. electrical and electronic systems and components
  - x. vehicle seating and vehicle interior
  - xi. vehicle instrumentation
  - xii. driver controls
- d. Check conformity to manufacturer's specifications and legal requirements.
- e. Completion of documentation to include:
  - i. inspection records
  - ii. job cards
  - iii. vehicle records
- f. Make recommendations based on results of vehicle inspections.
- g. The checks necessary to ensure customer satisfaction for:
  - i. vehicle body panels
  - ii. paint surfaces
  - iii. seats
  - iv. carpets and floor mats following pre or post vehicle inspections
- h. Prepare and use appropriate inspection equipment and tools.
- i. Inspection procedures following inspection checklists.



## Evidence Requirements

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work they have carried out on real vehicles in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk.
3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy.
4. produce evidence of carrying out **at least 2** different inspections from the following:
  - pre work inspection
  - post work inspection
  - pre-delivery inspection
  - maintenance inspection
5. be observed by their assessor **in their normal workplace** successfully carrying out an inspection on **at least 1 occasion**.

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

<b>Level:</b>	<b>6</b>
<b>Credit value:</b>	7
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	This unit is about carrying out a range of inspections of vehicles using a variety of testing methods and equipment.
<b>Assessment requirements:</b>	<p><b>Performance objectives must</b> be assessed via a portfolio of evidence, gathered through observing the candidate at work. See the <b>Evidence Requirements</b> at the end of this unit for further details.</p> <p>Candidates <b>must</b> take the City &amp; Guilds 4310-155 on-line multiple choice test, which partly covers the <b>essential knowledge</b> within this unit.</p> <p>The essential knowledge statement, which is <b>not</b> covered by the test, is:</p> <p><b>3.1</b></p> <p>This criterion <b>must</b> be assessed in one of the following ways:</p> <ul style="list-style-type: none"> <li>• oral or written questioning</li> <li>• professional discussion.</li> </ul> <p>Centres must keep an audit trail to show that candidates have covered all of the essential knowledge.</p>

## Essential knowledge

The learner will need to understand:

### 1. **Legislative and organisational requirements and procedures**

- 1.1 the health and safety legislation and workplace procedures relevant to conducting **vehicle inspections** and personal and vehicle protection
- 1.2 the legislation relevant to the types of **vehicle inspections** described in the Scoping Statement for this Unit
- 1.3 their workplace procedures for:
  - recording **vehicle inspections** and any variations from acceptable tolerances
  - the referral of problems
  - reporting delays to the completion of work
- 1.4 the importance of making accurate records of the results of their tests and inspections and interpreting them correctly
- 1.5 the importance of working to agreed timescales and keeping others informed of progress
- 1.6 the relationship between time, costs and profitability
- 1.7 the importance of reporting anticipated delays to the relevant person(s) promptly.

### 2. **Sources of information**

- 2.1 how to find, interpret and use technical information
- 2.2 the importance of using technical information to inform their inspection and testing of vehicles.

### 3. **Testing methods and the conduct of Inspections - in all cases this includes Si, Ci, Hybrid and Alternative fuel vehicles**

- 3.1 how vehicle systems operate (including the engine area, transmission area, chassis or frame area and electrical area) and the operational tolerances for the vehicle(s) on which they are working
- 3.2 how to follow procedures and processes to enable a logical and systematic inspection of vehicles to take place
- 3.3 how to test the operation and tolerances of vehicle systems and how to assess vehicle condition; including workshop based and road tests
- 3.4 how to compare test and inspection results against vehicle specifications and legal requirements
- 3.5 how to record test and inspection results in the format required
- 3.6 how to make recommendations based upon the results of their inspections
- 3.7 the full implications of failing to carry out an inspection correctly
- 3.8 the implications of signing workplace documentation and vehicle records.

## Performance objectives

### To be competent the learner must:

1. use suitable personal protective equipment throughout all **vehicle inspection** activities
2. use suitable sources of technical information to support their **vehicle inspection** activities
3. where necessary, confirm that **equipment** has been calibrated to meet manufacturers' and legal requirements
4. conduct all vehicle inspections and testing following:
  - the manufacturer's approved **examination methods**
  - recognised researched methods
  - their workplace procedures
  - health and safety requirements
5. ensure their inspection and testing of the vehicle against specification accurately identifies:
  - differences from the vehicle specification
  - vehicle appearance and condition faults
  - non-compliance with statutory requirements
6. work in a way which minimises the risk of damage to the vehicle and its systems, other people and their property and their working environment
7. make suitable recommendations for future action based upon the results of their tests and inspections
8. explain the reasons for their recommendations to the relevant person(s)
9. offer alternative options from their recommendations if the customer does not agree to their plan for future action
10. ensure their records are accurate, complete and passed to the relevant person(s) promptly in the format required
11. complete all inspection activities within the agreed timescale
12. report any anticipated delays in completion to the relevant person(s) promptly.

# Unit 106      Inspect light vehicles

## Supporting information

### Key words and phrases

#### Agreed timescales

Examples include: manufacturer's recommended work times, job times set by the company or a job time agreed with a specific customer.

#### Commercial Vehicles

These are medium and large goods vehicles of 3500kgs gross vehicle mass (GVM) and above.

#### Vehicles

These can be any of the following – light vehicles.

Additionally these vehicles may be Si, Ci, Hybrid or Alternative fuelled vehicles.

#### Alternative Fuel

This is defined as any type of fuel that may be used to power an internal combustion engine, examples would include LPG, bio ethanol etc.

#### Sources of technical information

Examples include inspection schedules, MOT inspection manuals and guides, manufacturers' manuals and Trade Association check lists, workplace procedures.

### Scope of this unit

1. **Vehicle inspections** are:
  - a pre-purchase
  - b pre-MOT test
  - c safety
  - d post-accident, pre-repair
  - e post accident, post-repair.
  
2. **Test methods** are:
  - a visual
  - b aural
  - c functional
  - d measurement.

3. **Examples of equipment** include:
- a emissions testing
  - b brake testing
  - c headlamp alignment
  - d wheel alignment
  - e torque setting
  - f specialist diagnostic equipment
  - g measuring equipment (eg vernier calipers, micrometer, feeler blades etc).

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

**Pre and post work vehicle inspections and record findings**

- a. PPE and vehicle protection relating to:
  - i. vehicle body panels
  - ii. paint surfaces
  - iii. seats
  - iv. carpets and floor mats prior to conducting vehicle inspections.
- b. Pre and post work vehicle inspection procedures:
  - i. aural
  - ii. visual and functional assessments on engine
  - iii. engine systems
  - iv. chassis systems
  - v. wheels and tyres
  - vi. transmission system
  - vii. electrical and electronic systems
  - viii. exterior vehicle body
  - ix. vehicle interior
- c. The methods for carrying out inspections for: damage, corrosion, fluid leaks, wear, security, mounting security and condition to include;
  - i. engines and engine systems
  - ii. chassis systems
  - iii. brakes
  - iv. steering
  - v. suspension
  - vi. wheels
  - vii. tyres
  - viii. body panels
  - ix. electrical and electronic systems and components
  - x. vehicle seating and vehicle interior
  - xi. vehicle instrumentation
  - xii. driver controls
- d. Check conformity to manufacturer's specifications and legal requirements.
- e. Completion of documentation to include:
  - i. inspection records
  - ii. job cards
  - iii. vehicle records

- f. Make recommendations based on results of vehicle inspections.
- g. The checks necessary to ensure customer satisfaction for:
  - i. vehicle body panels
  - ii. paint surfaces
  - iii. seats
  - iv. carpets and floor mats following pre or post vehicle inspections
- h. Prepare and use appropriate inspection equipment and tools.
- i. Inspection procedures following inspection checklists.

## Evidence Requirements

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work they have carried out on real vehicles in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk.
3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy.
4. produce evidence of carrying out **at least 2** different inspections from the following:
  - Pre-purchase
  - Pre-MOT test
  - Safety
  - Post-accident, pre-repair
  - Post accident, post-repair
5. be observed by their assessor **in their normal workplace** successfully carrying out an inspection on **at least 1 occasion**.

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

## Unit 107

# Diagnose and rectify light vehicle engine and component faults

<b>Level:</b>	<b>7</b>
<b>Credit value:</b>	16
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	This unit is about diagnosing and rectifying faults occurring in the vehicle engine's mechanical, electrical, hydraulic and fluid systems
<b>Assessment requirements:</b>	<p><b>Performance objectives must</b> be assessed via a portfolio of evidence, gathered through observing the candidate at work. See the <b>Evidence Requirements</b> at the end of this unit for further details.</p> <p>Candidates <b>must</b> take the City &amp; Guilds 4310-157 on-line multiple choice test, which partly covers the <b>essential knowledge</b> within this unit.</p> <p>The essential knowledge statements, which are <b>not</b> covered by the test, are:</p> <p><b>2.5</b></p> <p>This criteria <b>must</b> be assessed in one of the following ways:</p> <ul style="list-style-type: none"><li>• oral or written questioning</li><li>• professional discussion.</li></ul> <p>Centres must keep an audit trail to show that candidates have covered all of the essential knowledge.</p>



## Essential knowledge

The learner will need to understand:

### 1. **Legislative and organisational requirements and procedures**

- 1.1 the health and safety legislation and workplace procedures relevant to workshop practices and personal and vehicle protection when diagnosing and rectifying engine faults
- 1.2 legal requirements relating to the vehicle (including road safety requirements)
- 1.3 their workplace procedures for:
  - recording fault location and **correction activities**
  - reporting the results of tests
  - the referral of problems
  - reporting delays to the completion of work
- 1.4 the importance of working to recognised diagnostic and rectification procedures and processes and obtaining the correct information for diagnostic and rectification activities to proceed
- 1.5 the importance of, documenting diagnostic and rectification information
- 1.6 the importance of working to agreed timescales and keeping others informed of progress
- 1.7 the relationship between time, costs and profitability
- 1.8 the importance of reporting anticipated delays to the relevant person(s) promptly.

### 2. **Electrical and electronic principles - in all cases this includes Si, Ci, Hybrid and Alternative fuel vehicles**

- 2.1 electrical and electronic principles associated with engine systems, including types of sensors and actuators, their application and operation
- 2.2 how electrical and electronic engine systems operate, including electrical component function, electrical inputs, outputs, voltages and oscilloscope patterns, digital and fibre optics principles
- 2.3 the interaction between electrical, electronic and mechanical components within vehicle engine systems
- 2.4 how engine electrical systems interlink and interact, including multiplexing
- 2.5 electrical symbols, unit and terms
- 2.6 electrical safety procedures.

### 3. **Use of diagnostic and rectification equipment – in all cases this includes Si, Ci, Hybrid and Alternative fuel vehicles**

- 3.1 how to prepare and test the accuracy of diagnostic testing equipment
- 3.2 how to use diagnostic and rectification **equipment** for engine mechanical, electrical, electronic, hydraulic and fluid systems; specialist engine repair tools and general workshop equipment.

**4. Engine electrical faults, their diagnosis and correction - in all cases this includes Si, Ci, Hybrid and Alternative fuel vehicles**

- 4.1 how engine mechanical, electrical, electronic and hydraulic and fluid systems are constructed, operate, dismantled and reassembled
- 4.2 the types and causes of engine mechanical, electrical, electronic and hydraulic and fluid system, component and unit faults and failures
- 4.3 engine mechanical, electrical, electronic and hydraulic and fluid component and unit replacement procedures, the circumstances which will necessitate replacement and other possible courses of action
- 4.4 how to find, interpret and use sources of information on engine electrical and electronic operating specifications, diagnostic test procedures, repair procedures and legal requirements
- 4.5 vehicle operating specifications for limits, fits and tolerances relating to engine mechanical, electrical, electronic and hydraulic and fluid systems for the vehicle(s) on which they work
- 4.6 how to select the most appropriate diagnostic testing method for the symptoms presented
- 4.7 how to carry out systematic diagnostic testing of engine mechanical, electrical and electronic, hydraulic and fluid systems using prescribed processes or formats
- 4.8 how to assess the condition of mechanical, electrical, electronic, hydraulic and fluid components and units
- 4.9 how to interpret test results and vehicle data in order to identify the location and cause of engine system faults
- 4.10 how to carry out the **rectification activities** in order to correct faults in the engine mechanical, electrical, electronic and hydraulic and fluid systems
- 4.11 the relationship between test methodology and the faults repaired – the use of appropriate testing methods
- 4.12 how to make cost effective recommendations for rectification.

## Performance objectives

### To be competent the learner must:

1. wear suitable personal protective equipment and use vehicle coverings when using **diagnostic methods** and carrying out **rectification activities**
2. support the identification of **faults**, by reviewing vehicle:
  - technical data
  - diagnostic test procedures
3. prepare, connect and test all the required **equipment** following manufacturers' instructions prior to use
4. use **diagnostic methods** which are relevant to the symptoms presented
5. collect sufficient diagnostic information in a systematic way to enable an accurate diagnosis of engine system faults
6. identify and record any system deviation from acceptable limits accurately
7. ensure their assessment of dismantled sub-assemblies, components and units identifies their condition and suitability for repair or replacement, accurately
8. inform the relevant person(s) promptly where repairs are uneconomic or unsatisfactory to perform
9. use the **equipment** required, correctly and safely throughout all **diagnostic and rectification activities**
10. carry out all diagnostic and rectification activities following:
  - manufacturers' instructions
  - recognised researched repair methods
  - their workplace procedures
  - health and safety requirements
11. work in a way which minimises the risk of:
  - damage to other vehicle systems
  - damage to other components and units
  - contact with leakages
  - contact with hazardous substances
12. ensure all repaired and replaced components and units conform to the vehicle operating specification and any legal requirements
13. when necessary, adjust components and units correctly to ensure that they operate to meet system requirements
14. record and report any additional faults they notice during the course of work promptly
15. use testing methods which are suitable for assessing the performance of the system rectified
16. ensure the engine system rectified performs to the vehicle operating specification and any legal requirements prior to return to the customer
17. ensure their records are accurate, complete and passed to the relevant person(s) promptly in the format required
18. complete all system diagnostic activities within the agreed timescale
19. report any anticipated delays in completion to the relevant person(s) promptly.

## Unit 107

# Diagnose and rectify light vehicle engine and component faults

## Supporting information

### Key words and phrases

#### Agreed timescales

Examples include: manufacturer's recommended work times, job times set by the company or a job time agreed with a specific customer.

#### Commercial vehicles

These are medium and large goods vehicles of 3500kgs gross vehicle mass (GVM) and above.

#### Diagnostic information

This relates to mechanical condition, including wear, run out, pressures and compressions, flow, leakage and electrical measurements such as voltage and pulse displays, electronic systems data, including fault codes, sensor measurements and control unit outputs and/or signals.

#### Engine area

Engine mechanical, cooling systems, electronic ignition, petrol fuel injection, diesel fuel injection, lubrication, engine management systems, exhaust gas re-circulation and starting/charging.

#### Engine and component faults

These are faults that require a multi stage inspection and a series of test results to identify the cause.

#### Functional testing

Examples include: engine balance, power balance, performance testing and road testing where relevant.

#### Hydraulic and fluid systems

These are fuels, oil, lubrication, cooling, air conditioning etc.

#### Recommendations

Examples include: servicing, dismantling for further inspection and test, repair and replacement.

#### Vehicles

These can be any of the following – light vehicles.

Additionally these vehicles may be Si, Ci, Hybrid or Alternative fuelled vehicles.

**Alternative fuel:**

This is defined as any type of fuel that may be used to power an internal combustion engine, examples would include LPG, bio ethanol etc.

**Scope of this unit**

1. **Faults** occur within:
  - a the engine mechanical system
  - b the engine electrical and electronic systems
  - c the engine hydraulic and fluid systems.
  
2. **Diagnostic methods** are:
  - a measurement
  - b functional testing
  - c electrical and electronic systems testing.
  
3. **Diagnostic testing** is defined as:
  - a verify the fault
  - b collect further information
  - c evaluate the evidence
  - d carry out further tests in a logical sequence
  - e rectify the problem
  - f check all systems.
  
4. **Equipment** is:
  - a diagnostic and rectification equipment for engine mechanical systems
  - b diagnostic and rectification equipment for engine electrical systems
  - c diagnostic and rectification equipment for engine hydraulic and fluid systems
  - d specialist repair tools
  - e general workshop equipment.
  
5. **Rectification activities** are defined as:

A suitable repair, replacement, re-coding or re-programming that rectifies the fault(s) identified from the diagnostic activities carried out.

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

**Single and multi-point petrol injection systems**

- a. The operation and construction of single and multi-point injection systems including:
  - i. types of air flow sensor
  - ii. fuel supply system
  - iii. fuel pump
  - iv. filter
  - v. fuel regulator

- vi. injectors
  - vii. sequential injection
  - viii. continuous injection
  - ix. semi-continuous injection
  - x. electronic control unit (ECU)
  - xi. injector pulse width
  - xii. sensors.
- b. The operation of each system under various operating conditions including:
    - i. cold starting
    - ii. warm up
    - iii. hot starting
    - iv. acceleration
    - v. deceleration
    - vi. cruising
    - vii. full load.
  - c. Engine speed limiting and knock sensing.

### **Engine management**

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

### **Valve mechanisms**

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

### **Pressure charged induction systems**

- a. The meaning of volumetric efficiency; explain the effect of volumetric efficiency on engine performance, torque and power.
- b. The methods used to improve volumetric efficiency:
  - i. variable valve timing
  - ii. turbo-charging
  - iii. supercharging
  - iv. intercoolers.
- c. The operation of turbo-chargers and the purpose of:
  - i. turbo-charging
  - ii. supercharging
  - iii. intercoolers
  - iv. waste gates
  - v. exhaust gas recirculation.
- d. Advantages and disadvantages of pressure charging induction systems.

### **Terms associated with combustion**

- a. Flame travel, pre-ignition and detonation.
- b. Fuel properties:
  - i. octane rating
  - ii. flash point
  - iii. fire point
  - iv. volatility
  - v. composition of petrol and diesel fuels
  - vi. hydro-carbon content.
- c. Composition of carbon fuels (petrol and diesel):
  - i. % hydrogen and carbon
  - ii. composition of air
  - iii. % oxygen
  - iv. % nitrogen.
- d. Combustion process for spark ignition and compression ignition engines:
  - i. air fuel ratio
  - ii. lambda ratio
  - iii. stoichiometric ratio.
- e. The by-products of combustion for different engine conditions and fuel mixtures:
  - i. CO
  - ii. CO<sub>2</sub>
  - iii. O
  - iv. N
  - v. H<sub>2</sub>O
  - vi. NO<sub>x</sub>.
- f. Describe the legal requirements for exhaust emissions:
  - i. MOT requirements
  - ii. EURO 3
  - iii. 4 and 5 regulations.

### **Assessment, repair and restoration of mechanical engine components**

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

### **Cooling, heating and ventilation**

- a. The components, operating principles, and functions of engine cooling systems.
- b. Procedures used to remove, replace and adjust cooling system components:
  - i. cooling fans and control devices
  - ii. header tanks, radiators and pressure caps
  - iii. heater matrices and temperature control systems
  - iv. expansion tanks, hoses, clips and pipes
  - v. thermostats, impellers and coolant
  - vi. ventilation systems.
- c. The preparation and method of use of appropriate specialist equipment used to evaluate system performance following component replacement:
  - i. system pressure testers
  - ii. pressure cap testers
  - iii. hydrometer, or anti-freeze testing equipment
  - iv. chemical tests for the detection of combustion gas.
- d. The layout and construction of internal heater systems.
- e. The controls and connections within internal heater system.
- f. Symptoms and faults associated with cooling systems:
  - i. water leaks
  - ii. water in oil
  - iii. internal heating system: efficiency, operation, leaks, controls, air filtration, air leaks and contamination
  - iv. excessively low or high coolant temperature.
- g. The procedures used when inspecting:
  - i. internal heating system
  - ii. cooling system.

### **Air conditioning systems**

- a. The operation of air conditioning components including:
  - i. compressors
  - ii. condensers
  - iii. receivers
  - iv. dryers
  - v. connections
  - vi. valves
  - vii. hoses
  - viii. thermostats
  - ix. refrigerants.
- b. The layout and operation of air conditioning systems.

### **Climate control systems**

- a. Identify components used in climate control systems including:
  - i. sensors
  - ii. speed controls
  - iii. control systems



- iv. servomotors
- v. electronic components.
- b. The layout of climate control systems.
- c. The operation of climate control systems.

### **Symptoms and faults in engine mechanical systems and components**

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

### **Diagnosis of faults in engine mechanical systems and components**

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

- e. Evaluate and interpret test results from diagnostic testing.
- f. Compare test result and values with vehicle manufacturer's specifications and settings.
- g. The procedures for dismantling components and systems and the use of appropriate equipment and procedures.
- h. Assess, examine and measure components including:
  - i. settings
  - ii. values
  - iii. condition
  - iv. wear and performance of components and systems
- i. Probable faults:
  - i. malfunctions
  - ii. incorrect settings
  - iii. wear.
- j. Rectification or replacement procedures.
- k. Evaluate operation of components and systems following diagnosis and repair to confirm system performance.

### **Faults and symptoms in ignition systems**

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

### **Faults and symptoms in electronic petrol and diesel injection Systems**

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

### **Faults and symptoms in engine management systems**

- a. Engine management system failure or malfunctions including:
  - i. misfiring
  - ii. backfiring
  - iii. cold or hot starting problems
  - iv. poor performance
  - v. pre-ignition
  - vi. detonation
  - vii. exhaust emission levels

- viii. fuel consumption
- ix. low power
- x. unstable idle speed.

### **Diagnosis of faults in electronic ignition, petrol and diesel injection and engine management systems**

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

- v. values
- vi. inputs and outputs
- vii. fault codes.
- i. Rectification or replacement procedures.
- j. Evaluation and the operation of components and systems following diagnosis and repair to confirm system performance.

### **Faults and symptoms in vehicle comfort systems**

- a. System failure, malfunction or ineffectiveness of internal heating system, air conditioning system or climatic control system including:
  - i. leaks
  - ii. abnormal noise
  - iii. ineffective operation
  - iv. failure to operate
  - v. control faults
  - vi. inadequate operation.

### **Diagnosis of faults in vehicle comfort systems**

- a. Locate and interpret information for:
  - i. diagnostic tests
  - ii. manufacturer's vehicle and equipment specifications
  - iii. use of equipment
  - iv. testing procedures
  - v. test plans
  - vi. fault codes
  - vii. legal requirements.
- b. The preparation of tools and equipment for use in diagnostic testing and assessment.
- c. Conduct systematic assessment and testing of comfort systems including:
  - i. component condition and performance
  - ii. component settings
  - iii. component values
  - iv. electrical and electronic values
  - v. system performance and operation
  - vi. drive belts
  - vii. controls
  - viii. compressors
  - ix. condensers
  - x. receivers
  - xi. dryers
  - xii. connections
  - xiii. valve
  - xiv. hoses
  - xv. thermostats and refrigerants
  - xvi. sensors
  - xvii. speed controls
  - xviii. control systems
  - xix. servomotors.
- d. Use of appropriate tools and equipment including:
  - i. pressure gauges

- ii. multi-meter
  - iii. breakout box
  - iv. oscilloscope
  - v. diagnostic tester
  - vi. manufacturer's dedicated equipment
  - vii. flow meter.
- e. Evaluate and interpret test results from diagnostic testing.
  - f. Compare test result values and fault codes with vehicle manufacturer's specifications and settings.
  - g. How to dismantle components and systems using appropriate equipment and procedures.
  - h. How to assess, examine and measure components including: settings, input and output values, voltages, current consumption, resistance, output patterns with oscilloscope, pressures, condition, wear and performance of components and systems.
  - i. Identification of probable faults and indications of faults, malfunctions, incorrect settings, wear, values, inputs and outputs, fault codes, pressures and leaks.
  - j. Rectification or replacement procedures.
  - k. Evaluation and operation of components and systems following diagnosis and repair to confirm system performance.

## Evidence Requirements

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work they have carried out on real vehicles in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk.
3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy.
4. use a **2 or more** step diagnostic activity
5. produce evidence of diagnosing and rectifying faults occurring in **4 out of the 5\*** engine systems listed, **at least 3** of which must come from work carried out **in their normal workplace.**
  - engine mechanical components
  - cooling
  - engine management system
  - pressure charged induction systems
  - exhaust emission reduction systems
6. be observed by their assessor on **at least 2 occasions, each** observation covering the diagnosis and rectification of a fault in **different** systems. **Both** of these observations must be carried out **in their normal workplace.**

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

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

## Unit 108

## Diagnose and rectify light vehicle chassis system faults

<b>Level:</b>	<b>7</b>																		
<b>Credit value:</b>	16																		
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.																		
<b>Aim:</b>	This unit is about diagnosing and rectifying faults occurring within vehicle steering, suspension systems and braking systems.																		
<b>Assessment requirements:</b>	<p><b>Performance objectives must</b> be assessed via a portfolio of evidence, gathered through observing the candidate at work. See the <b>Evidence Requirements</b> at the end of this unit for further details.</p> <p>Candidates <b>must</b> take the City &amp; Guilds 4310-158 on-line multiple choice test, which partly covers the <b>essential knowledge</b> within this unit.</p> <p>The essential knowledge statements, which are <b>not</b> covered by the test, are:</p> <table><thead><tr><th><b>2.1</b></th><th><b>2.2</b></th><th><b>2.3</b></th><th><b>2.4</b></th><th><b>2.5</b></th><th><b>2.6</b></th></tr></thead><tbody><tr><td>3.1</td><td>3.2</td><td></td><td></td><td></td><td></td></tr><tr><td>4.3</td><td>4.12</td><td></td><td></td><td></td><td></td></tr></tbody></table> <p>This criteria <b>must</b> be assessed in one of the following ways:</p> <ul style="list-style-type: none"><li>• oral or written questioning</li><li>• professional discussion.</li></ul> <p>Centres must keep an audit trail to show that candidates have covered all of the essential knowledge.</p>	<b>2.1</b>	<b>2.2</b>	<b>2.3</b>	<b>2.4</b>	<b>2.5</b>	<b>2.6</b>	3.1	3.2					4.3	4.12				
<b>2.1</b>	<b>2.2</b>	<b>2.3</b>	<b>2.4</b>	<b>2.5</b>	<b>2.6</b>														
3.1	3.2																		
4.3	4.12																		

## Essential knowledge

The learner will need to understand:

### 1. **Legislative and organisational requirements and procedures**

- 1.1 the health and safety legislation and workplace procedures relevant to workshop practices and personal and vehicle protection when diagnosing and rectifying chassis faults
- 1.2 legal requirements relating to the vehicle (including road safety requirements)
- 1.3 their workplace procedures for:
  - recording fault location and **correction activities**
  - reporting the results of tests
  - the referral of problems
  - reporting delays to the completion of work
- 1.4 the importance of working to recognised diagnostic and rectification procedures and processes and obtaining the correct information for diagnostic and rectification activities to proceed
- 1.5 the importance of, documenting diagnostic and rectification information
- 1.6 the importance of working to agreed timescales and keeping others informed of progress
- 1.7 the relationship between time, costs and profitability
- 1.8 the importance of reporting anticipated delays to the relevant person(s) promptly.

### 2. **Electrical and electronic principles - in all cases this includes Si, Ci, Hybrid, Electric and Alternative fuel vehicles**

- 2.1 electrical and electronic principles associated with chassis systems, including types of sensors and actuators, their application and operation
- 2.2 how electrical and electronic chassis systems operate, including electrical component function, electrical inputs, outputs, voltages and oscilloscope patterns, digital and fibre optics principles
- 2.3 the interaction between electrical, electronic and mechanical components within vehicle chassis systems
- 2.4 how chassis electrical systems interlink and interact, including multiplexing
- 2.5 electrical symbols, units and terms
- 2.6 electrical safety procedures.

### 3. **Use of diagnostic and rectification equipment**

- 3.1 how to prepare and test the accuracy of diagnostic testing equipment
- 3.2 how to use diagnostic and rectification **equipment** for chassis mechanical, electrical, hydraulic and fluid systems, specialist repair tools and general workshop equipment.



**4. Chassis faults, their diagnosis and correction - in all cases this includes Si, Ci, Hybrid, Electric and Alternative fuel vehicles**

- 4.1 how chassis mechanical, electrical, electronic and hydraulic and fluid systems are constructed, dismantled, reassembled and operate
- 4.2 the types and causes of chassis mechanical, electrical, electronic and hydraulic and fluid system, component and unit faults and failures
- 4.3 chassis mechanical, electrical and hydraulic and fluid component and unit replacement procedures, the circumstances which will necessitate replacement and other possible courses of action
- 4.4 how to find, interpret and use sources of information on chassis electrical operating specifications, diagnostic test procedures, repair procedures and legal requirements
- 4.5 vehicle operating specifications for limits, fits and tolerances relating to chassis mechanical, electrical, electronic and hydraulic and fluid systems for the vehicle(s) on which they work
- 4.6 how to select the most appropriate diagnostic testing method for the symptoms presented
- 4.7 how to carry out systematic diagnostic testing of chassis mechanical, electrical and electronic, hydraulic and fluid systems using a prescribed process or format
- 4.8 how to assess the condition evident within chassis mechanical, electrical, electronic, hydraulic and fluid components and units
- 4.9 how to interpret test results and vehicle data in order to identify the location and cause of vehicle system faults
- 4.10 how to carry out the **rectification activities** in order to correct faults in the chassis mechanical, electrical, electronic and hydraulic and fluid systems
- 4.11 the relationship between test methodology and the faults repaired – the use of appropriate testing methods
- 4.12 how to make cost effective recommendations for rectification.

## Performance objectives

### To be competent the learner must:

1. wear suitable personal protective equipment and use vehicle coverings when using **diagnostic methods** and carrying out **rectification activities**
2. support the identification of **faults**, by reviewing vehicle:
  - technical data
  - diagnostic test procedures
3. prepare, connect and test all the required **equipment** following manufacturers' instructions prior to use
4. use **diagnostic methods** which are relevant to the symptoms presented
5. collect diagnostic information in a systematic way relevant to the diagnostic methods used
6. collect sufficient diagnostic information to enable an accurate diagnosis of chassis system faults
7. identify and record any system deviation from acceptable limits accurately
8. ensure their assessment of dismantled sub-assemblies, components and units identifies their condition and suitability for repair or replacement, accurately
9. inform the relevant person(s) promptly where repairs are uneconomic or unsatisfactory to perform
10. use the **equipment** required, correctly and safely throughout all **rectification activities**
11. carry out all rectification activities following:
  - manufacturers' instructions
  - their workplace procedures
  - health and safety requirements
12. work in a way which minimises the risk of:
  - damage to other vehicle systems
  - damage to other components and units
  - contact with leakages
  - contact with hazardous substances
13. ensure all repaired and replaced components and units conform to the vehicle operating specification and any legal requirements
14. when necessary, adjust components and units correctly to ensure that they operate to meet system requirements
15. record and report any additional faults they notice during the course of work promptly
16. use testing methods which are suitable for assessing the performance of the system rectified
17. ensure the chassis system rectified performs to the vehicle operating specification and any legal requirements prior to return to the customer
18. ensure their records are accurate, complete and passed to the relevant person(s) promptly in the format required
19. complete all system diagnostic activities within the agreed timescale
20. report any anticipated delays in completion to the relevant person(s) promptly.

## Unit 108

# Diagnose and rectify light vehicle chassis system faults

## Supporting information

### Key words and phrases

#### Agreed timescales

Examples include; manufacturer's recommended work times, job times set by the company or a job time agreed with a specific customer.

#### Chassis or Frame Area

Suspension systems, assisted steering systems, non-assisted steering systems, braking systems, ABS/traction control, wheels and tyres.

#### Chassis system faults

These are faults that require a multi stage inspection and a series of test results to identify the cause.

#### Diagnostic information

This relates to mechanical condition, including wear, run out, pressures, flow, leakage and electrical measurements such as voltage and pulse displays, electronic systems data, including fault codes, sensor measurements and control NOS outputs and/or signals.

#### Functional testing

Examples include: suspension and steering alignment, performance testing and road testing where relevant.

#### Hydraulic and fluid systems

Examples are: hydraulic braking systems, hydro-pneumatic suspension systems, power steering.

#### Recommendations

Examples include; servicing, dismantling for further inspection and test, repair and replacement

#### Vehicles

These can be any of the following – light vehicles.

Additionally these vehicles may be Si, Ci, Hybrid, Electric or Alternative fuelled vehicles.

#### Alternative Fuel

This is defined as any type of fuel that may be used to power an internal combustion engine, examples would include LPG, bio ethanol etc.

## Scope of this unit

1. **Chassis systems** are:
  - a steering
  - b suspension
  - c braking.
  
2. **Diagnostic methods** are:
  - a measurement
  - b functional testing
  - c electrical and electronic systems testing.
  
3. **Diagnostic testing** is defined as:
  - a verify the fault
  - b collect further information
  - c evaluate the evidence
  - d carry out further tests in a logical sequence
  - e rectify the problem
  - f check all systems.
  
4. **Equipment** is:
  - a diagnostic and rectification equipment for chassis mechanical systems
  - b diagnostic and rectification equipment for chassis electrical systems
  - c diagnostic and rectification equipment for chassis hydraulic and fluid systems
  - d specialist repair tools
  - e general workshop equipment.
  
5. **Faults** are:
  - a mechanical
  - b electrical and electronic
  - c hydraulic and fluid.
  
6. **Rectification activities** are defined as:

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

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

### **Electrical and electronic principles of light vehicle chassis systems**

- a. The operation of electrical and electronic systems and components related to light vehicle chassis systems including:
  - i. ECU
  - ii. sensors and actuators
  - iii. electrical inputs
  - iv. voltages
  - v. oscilloscope patterns
  - vi. digital and fibre optic principles.

- b. The interaction between the electrical/electronic system and mechanical components of chassis systems.
- c. Electronic and electrical safety procedures.

### **Operation of electronic ABS and EBD braking systems**

- a. Layout of:
  - i. ABS and EBD braking systems
  - ii. anti-lock braking
  - iii. anti-skid control systems
  - iv. warning systems.
- b. Operation of:
  - i. hydraulic and electronic control units
  - ii. wheel speed sensors
  - iii. load sensors
  - iv. hoses
  - v. cables and connectors.
- c. Advantage of ABS and EBD braking systems over conventional braking systems.
- d. The relationship and interaction of ABS braking with other vehicle systems – traction control.

### **Steering geometry for light vehicle applications**

- a. Non-steered wheel geometry settings.
- b. Front/rear wheel geometry:
  - i. castor
  - ii. camber
  - iii. kingpin or swivel pin inclination
  - iv. negative offset
  - v. wheel alignment (tracking)
  - vi. toe in and toe out
  - vii. toe out on turns and steered wheel geometry
  - viii. Ackerman principle
  - ix. slip angles
  - x. self-aligning torque
  - xi. oversteer and understeer
  - xii. neutral steer.
- c. The operation and layout of rear and four wheel steering.
- d. The construction and operation of power assisted steering systems:
  - i. hydraulic system
  - ii. power cylinders
  - iii. drive belts and pumps
  - iv. hydraulic valve (rotary, spool and flapper type).
- e. The operation of:
  - i. electronic power steering systems (EPS)
  - ii. electrical and electronic components.

### **Components and operation of self-levelling suspension**

- a. The components, construction and operation of a self levelling suspension system.
- b. The operation of self-levelling suspension system under various conditions:
  - i. self-energising
  - ii. pump operated self-levelling suspension.

### **Operation of fitting ride-controlled systems**

- a. The reasons for fitting ride controlled systems.
- b. The operation of driver controlled and ride controlled systems.

### **Symptoms and faults in braking systems**

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

### **Diagnosis and faults in braking systems**

- a. Locate and interpret information for:
  - i. diagnostic tests
  - ii. vehicle and equipment specifications
  - iii. use of equipment
  - iv. testing procedures
  - v. test plans
  - vi. fault codes
  - vii. legal requirements.
- b. Prepare equipment for use in diagnostic testing.
- c. Conduct systematic testing and inspection of:
  - i. braking system
  - ii. ABS
  - iii. EBD
  - iv. mechanical
  - v. hydraulic
  - vi. electrical and electronic systems.
- d. Using appropriate tools and equipment including:
  - i. multi-meters
  - ii. oscilloscope
  - iii. pressure gauges.
- e. Evaluate and interpret test results from diagnostic testing.
- f. Compare test result and values with vehicle manufacturer's specifications and settings.
- g. How to dismantle, components and systems using appropriate equipment and procedures.
- h. Assess, examine and evaluate the operation, settings, values, condition and performance of components and systems.
- i. Probable faults, malfunctions, incorrect settings.
- j. Rectification or replacement procedures.
- k. Operation of systems following diagnosis and repair to confirm operation and performance.

### **Symptoms and faults associated with steering systems**

- a. Symptoms and faults associated with steering systems:
  - i. mechanical
  - ii. hydraulic
  - iii. electrical and electronic
  - iv. steering boxes (rack and pinion, worm and re-circulating ball)
  - v. steering arms and linkages
  - vi. steering joints and bushes
  - vii. idler gears
  - viii. bearings

- ix. steering columns (collapsible and absorbing)
- x. power steering system.

### **Diagnosis and faults in steering systems**

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

### **Symptoms and faults associated with suspension systems**

- a. Symptoms and faults associated with suspension systems:
  - i. mechanical
  - ii. hydraulic
  - iii. electrical and electronic
  - iv. conventional
  - v. self-levelling and ride controlled suspension systems
  - vi. ride height (unequal and low)
  - vii. wear
  - viii. noises under operation
  - ix. fluid leakage
  - x. excessive travel
  - xi. excessive tyre wear.

### **Diagnosis and faults in suspension systems**

- a. Locate and interpret information for:
  - i. diagnostic tests
  - ii. vehicle and equipment specifications
  - iii. use of equipment
  - iv. testing procedures
  - v. test plans
  - vi. fault codes
  - vii. legal requirements.
- b. How to prepare equipment for use in diagnostic testing.
- c. How to conduct systematic testing and inspection of:
  - i. suspension systems
  - ii. mechanical
  - iii. hydraulic
  - iv. electrical and electronic systems
  - v. conventional
  - vi. self-levelling and ride controlled suspension systems.
- d. Using appropriate tools and equipment including:
  - i. multi-meters
  - ii. oscilloscope
  - iii. pressure gauges
  - iv. alignment equipment
  - v. geometry equipment.
- e. Evaluate and interpret test results from diagnostic testing.
- f. Compare test result and values with vehicle manufacturer's specifications and settings.
- g. How to dismantle, components and systems using appropriate equipment and procedures.
- h. Assess, examine and evaluate the operation, settings, values, condition and performance of components and systems.
- i. Probable faults, malfunctions and incorrect settings.
- j. Rectification or replacement procedures.
- k. Operation of systems following diagnosis and repair to confirm operation and performance.

### **Measurements on components:**

- a. settings
- b. input and output values
- c. voltages
- d. current consumption
- e. resistance
- f. output patterns with oscilloscope
- g. pressures
- h. condition
- i. wear and performance.



## Evidence Requirements

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work they have carried out on real vehicles in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk.
3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy.
4. use a **2 or more** step diagnostic activity.
5. produce evidence of diagnosing faults from **each** of the following areas:
  - Steering systems
  - Suspension systems
  - Braking systems

**2** pieces of evidence must come from work carried out **in their normal workplace**. Their evidence **must** include the following areas: mechanical, electrical and hydraulic.
6. be observed by their assessor on **at least 2 occasions**, each observation covering the diagnosis and rectification of a fault in a different chassis system.

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

## Unit 111

## Overhaul light vehicle mechanical units

<b>Level:</b>	<b>7</b>
<b>Credit value:</b>	10
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	This unit is about the overhaul of mechanical units, involving dismantling, assessment, repair, replacement or adjustment of internal components together with re-assembly and testing.
<b>Assessment requirements:</b>	<p><b>Performance objectives must</b> be assessed via a portfolio of evidence, gathered through observing the candidate at work. See the <b>Evidence Requirements</b> at the end of this unit for further details.</p> <p>Candidates <b>must</b> take the City &amp; Guilds 4310-161 on-line multiple choice test, which partly covers the <b>essential knowledge</b> within this unit.</p> <p>The essential knowledge statements, which are <b>not</b> covered by the test, are:</p> <p><b>3.7    3.15</b></p> <p>This criteria <b>must</b> be assessed in one of the following ways:</p> <ul style="list-style-type: none"><li>• oral or written questioning</li><li>• professional discussion.</li></ul> <p>Centres must keep an audit trail to show that candidates have covered all of the essential knowledge.</p>

## Essential knowledge

The learner will need to understand:

### 1. **Legislative and organisational requirements and procedures**

- 1.1 the legal requirements applicable to the units and assemblies overhauled (including road safety requirements)
- 1.2 the health and safety legislation and workplace procedures relevant to workshop practices and personal and vehicle protection
- 1.3 their workplace procedures for:
  - recording **overhaul activities**
  - reporting the results of tests
  - the referral of problems
  - reporting delays to the completion of work
- 1.4 the importance of working to recognised overhauling and repair procedures and processes and obtaining the correct information for overhauling and repair activities to proceed
- 1.5 the importance of, documenting repair information
- 1.6 the importance of working to agreed timescales and keeping others informed of progress
- 1.7 the importance of reporting any anticipated delays to the relevant person(s) promptly.

### 2. **Equipment**

- 2.1 how to prepare, and assess the accuracy and operation of all the overhauling and testing equipment required
- 2.2 how to use all the overhauling and testing equipment required.

### 3. **Mechanical units overhauling activities**

- 3.1 how to find, interpret and use sources of information on overhauling procedures and statutory requirements
- 3.2 how vehicle mechanical units and assemblies operate
- 3.3 how mechanical units and assemblies are constructed, dismantled and reassembled
- 3.4 the possible causes of faults in mechanical units and assemblies
- 3.5 vehicle operating specification for limits, fits and tolerances and where this information can be sourced
- 3.6 how to assess the condition evident within units, sub-assemblies and components
- 3.7 the cost-benefit/relationship between the reconditioning, repair and replacement of components
- 3.8 how to carry out **overhauling activities** for the type(s) of units worked upon
- 3.9 the relationship between test methodology and the faults repaired – the use of appropriate testing methods
- 3.10 how to test and evaluate the performance of overhauled units against the operating specification
- 3.11 how to interpret test results
- 3.12 how to identify the types and causes of mechanical units and assembly failure
- 3.13 how to make suitable adjustments to components and units
- 3.14 how to work safely avoiding personal injury, damage to components leakage and hazardous substances

3.15 how to make cost effective recommendations based upon the cost-benefit relationship between the reconditioning, repair and replacement of components.

## Performance objectives

### To be competent the learner must:

1. wear suitable personal protective equipment throughout all **overhauling activities**
2. use suitable sources of technical information to support their **overhauling activities**
3. assess and prepare all the equipment required, following manufacturers' instructions, prior to use
4. use the tools and equipment required correctly and safely throughout all **overhauling activities**
5. carry out all **overhauling activities** following:
  - manufacturer's instructions
  - recognised researched repair methods
  - their workplace procedures
  - health and safety requirements
6. work in a way which minimises the risk of:
  - damage to other components
  - leakages
  - contact with hazardous substances
7. ensure their assessment of the dismantled units identifies accurately its condition and suitability for overhaul
8. inform the relevant person(s) promptly where an overhaul is uneconomic or unsatisfactory to perform
9. use testing methods which comply with the manufacturer's requirements
10. when necessary, adjust the units components correctly to ensure that they operate to meet the vehicle operating requirements
11. ensure the overhauled units and assemblies conform to the vehicle operating specification and any legal requirements
12. ensure their overhaul records are accurate, complete and passed to the relevant person(s) promptly in the format required
13. complete all **overhauling activities** within the agreed timescale
14. report any anticipated delays in completion to the relevant person(s) promptly.

# Unit 111                      Overhaul light vehicle mechanical units

## Supporting information

### Key words and phrases

#### **Vehicles**

These can be any of the following – light vehicles.  
Additionally these vehicles may be Si, Ci, Hybrid, Electric or Alternative fuelled vehicles.

#### **Alternative Fuel**

This is defined as any type of fuel that may be used to power an internal combustion engine, examples would include LPG, bio ethanol etc.

#### **Adjustments**

Examples include, adjustments made to clearances, gaps, settings, pressures, tensions, pre-load and speeds.

#### **Agreed timescales**

Examples include manufacturer's recommended work times, job times set by the company or a job time agreed with a specific customer.

#### **Assessments**

Examples include those for wear, damage, alignment, corrosion, leakage, distortion and balance.

#### **Equipment**

Examples include hand tools, pullers and presses, measuring instruments, refurbishment tools, general workshop equipment and special service tools.

#### **Functional testing**

This refers to any applicable functional tests carried out after overhaul

#### **Mechanical Units**

Examples are: engines, gear boxes, final drive assemblies, steering units and components, suspension units and components.

#### **Testing methods**

As prescribed by the appropriate technical literature.

## Scope of this unit

1. **Overhaul activities** are:
  - a dismantling
  - b assessment
  - c repair
  - d replacement
  - e adjustment of internal components
  - f re-assembly
  - g functional testing.

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

### **How the units and assemblies being overhauled operate**

- a. Identify unit components.
- b. Understand unit construction.
- c. Describe unit operation.

### **How units are dismantled and reassembled**

- a. The dismantling procedure.
- b. Tools and equipment used for stripping and rebuilding units and assemblies.
- c. Methods of safe storage for removed components during overhaul activities.
- d. The process for assessing the condition of sub-assemblies including:
  - i. fit
  - ii. tolerances
  - iii. permitted limits.
- e. The rebuild procedure for units and assemblies.
- f. Adjustment procedures during re-assembly.

### **Unit and assembly testing and evaluation procedures**

- a. Appropriate testing and evaluation procedures prior to dismantling units.
- b. Appropriate testing and evaluation procedures of components after dismantling units.
- c. How to use overhauling and test equipment for the task.
- d. The cost-benefit relationship between reconditioning, repair and replacement of components within units.
- e. How to test and evaluate the performance of the overhauled units against the operating specification.
- f. How to interpret test results.
- g. Adjustment procedures during final evaluation.

### **Faults associated with units and assemblies being overhauled**

- a. Causes of faults and failures within units and assemblies.
- b. The faults associated with units and assemblies.
- c. How to make adjustments to meet final specification after testing and evaluation of assembled units and assemblies.

## The procedures for dismantling, removal and replacement of units and components

- a. The preparation, testing and use of:
  - i. tools and equipment
  - ii. removal and replacement of electrical and electronic systems and components.
- b. Appropriate safety precautions:
  - i. PPE
  - ii. vehicle protection when dismantling
  - iii. removal and replacing electrical and electronic components and systems.
- c. The importance of logical and systematic processes.
- d. The reasons why replacement components and units must meet the original specifications (OES) – warranty requirements, to maintain performance, safety requirements.
- e. Refitting procedures
- f. The inspection and testing of units and systems to ensure compliance with manufacturer's, legal and performance requirements.
- g. Inspection and re-instatement of the vehicle following repair to ensure:
  - i. customer satisfaction
  - ii. cleanliness of vehicle interior and exterior
  - iii. security of components and fittings
  - iv. re-instatement of components and fittings
  - v. cancelling of any fault codes and warning lights.

## Evidence Requirements

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work they have carried out on real vehicles in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk.
3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy.
4. produce evidence of overhauling units or components from **1** of the **3\*** systems listed below. The evidence **must** come from work **in their normal workplace**.
  - Engine - **2 complete engine units** to include cylinder head and block
  - Gearbox and Final Drive Units - **2 Gearbox and 2 Final Drive unit**
  - Steering and Suspension - **2 steering and 2 suspension units**
5. overhaul **1** of the above units **in their normal workplace**.
6. be observed by their assessor overhauling **1 unit**.

\*However, they must prove to their assessor that they have the necessary knowledge and understanding to be able to perform competently in respect of all the systems listed above. Simulated activity will be acceptable to assess candidates' competence in overhaul on no more than **1** occasion

## Unit 112

# Remove and replace light vehicle driveline units and components

<b>Level:</b>	<b>5</b>
<b>Credit value:</b>	16
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	This unit is about removing and replacing units and components where dismantling and reassembly of transmission and driveline systems is required. It is also about evaluating the performance of replaced units and components. The units and components concerned are those <b>outside those replaced as part of normal routine, vehicle maintenance (servicing) activities.</b>
<b>Assessment requirements:</b>	<p><b>Performance objectives must</b> be assessed via a portfolio of evidence, gathered through observing the candidate at work. See the <b>Evidence Requirements</b> at the end of this unit for further details.</p> <p>Candidates <b>must</b> take the City &amp; Guilds 4310-162 on-line multiple choice test, which partly covers the <b>essential knowledge</b> within this unit.</p> <p>The essential knowledge statements, which are <b>not</b> covered by the test, are:</p> <p><b>3.1 3.2 3.3 3.5 3.6</b></p> <p>This criteria <b>must</b> be assessed in one of the following ways:</p> <ul style="list-style-type: none"><li>• oral or written questioning</li><li>• professional discussion.</li></ul> <p>Centres must keep an audit trail to show that candidates have covered all of the essential knowledge.</p>



## Essential knowledge

The learner will need to understand:

### 1. **Legislative and organisational requirements and procedures**

- 1.1 the legal requirements relating to the vehicle
- 1.2 the health and safety legislation and workplace procedures relevant to vehicle maintenance activities and personal and vehicle protection
- 1.3 their workplace procedures for:
  - recording removal and replacement information
  - the referral of problems
  - reporting delays to the completion of work
- 1.4 the importance of documenting removal and replacement information
- 1.5 the importance of working to agreed timescales and keeping others informed of progress
- 1.6 the relationship between time and costs
- 1.7 the importance of reporting anticipated delays to the relevant person(s) promptly.

### 2. **Use of technical information**

- 2.1 how to find, interpret and use sources of information applicable to **units and component** removal and replacement within **driveline systems**
- 2.2 the importance of using the correct sources of technical information
- 2.3 the purpose of and how to use identification codes.

### 3. **Electrical and electronic principles**

- 3.1 vehicle earthing principles and earthing methods
- 3.2 electrical and electronic principles associated with transmission and driveline systems, including types of sensors and actuators, their application and operation
- 3.3 types of circuit protection and why these are necessary
- 3.4 electrical safety procedures
- 3.5 electric symbols, units and terms
- 3.6 electrical and electronic control system principles.

### 4. **Transmission and driveline system operation and construction**

- 4.1 how **driveline systems** and their related **units and components** are constructed, removed and replaced for the classification of vehicle worked upon
- 4.2 how **driveline systems** and their related **units and components** operate for the classification of vehicle worked upon.

### 5. **Equipment**

- 5.1 how to prepare, test and use all the removal and replacement **equipment** required.

## 6. Driveline system units and component removal and replacement

- 6.1 how to remove and replace **driveline system** mechanical, electrical and hydraulic units and components for the classification of vehicle worked upon
- 6.2 how to file, fit, tap, thread, cut and drill plastics and metals
- 6.3 how to select and use gaskets, sealants, seals, fittings and fasteners
- 6.4 how to test and evaluate the performance of replacement driveline system **units and components** and the reassembled system against the vehicle operating specifications and any legal requirements
- 6.5 the relationship between testing methods and the driveline system **units and components** replaced – the use of appropriate test methods
- 6.6 when replacement units and components must meet the original equipment specification (OES) for warranty or other requirements
- 6.7 how to work safely avoiding damage to other vehicle systems, components and units and contact with leakage and hazardous substances.

## Performance objectives

### To be competent the learner must:

1. wear suitable personal protective equipment and use vehicle coverings throughout all removal and replacement activities
2. support their removal and replacement activities by reviewing:
  - vehicle technical data
  - removal and replacement procedures
  - legal requirements
3. prepare, set up, test and use all the **equipment** required following manufacturers' instructions
4. carry out all removal and replacement activities following;
  - manufacturers' instructions
  - recognised researched repair methods
  - health and safety requirements
5. work in a way which minimises the risk of:
  - damage to other vehicle systems
  - damage to other vehicle components and units
  - contact with leakage
  - contact with hazardous substances
  - damage to their working environment
6. ensure replaced driveline **units and components** conform to the vehicle operating specification and any legal requirements
7. record and report any additional faults they notice during the course of their work promptly
8. use suitable **testing methods** to evaluate the performance of the reassembled system accurately
9. ensure the reassembled **driveline system** performs to the vehicle operating specification and meets any legal requirements prior to return to the customer

10. ensure their records are accurate, complete and passed to the relevant person(s) promptly in the format required
11. complete all removal and replacement activities within the agreed timescale
12. report any expected delays in completion to the relevant person(s) promptly.

# Unit 112 Remove and replace light vehicle driveline units and components

## Supporting information

### Key words and phrases

#### Agreed timescales

Examples include: manufacturer's recommended work times, job times set by the company or a job time agreed with a specific customer.

#### Units and components

Any unit or component from the transmission and driveline systems defined in the Scoping Statement below.

#### Functional testing

Examples include: use of brake roller tester, chassis dynamometer, transmission stall test.

#### Vehicles

These can be any of the following – light vehicles.

Additionally these vehicles may be Si, Ci, Hybrid, Electric or Alternative fuelled vehicles.

#### Alternative fuel

This is defined as any type of fuel that may be used to power an internal combustion engine, examples would include LPG, bio ethanol etc.

### Scope of this unit

1. **Equipment** is:

- a hand tools
- b special workshop tools
- c general workshop equipment
- d electrical testing equipment.

2. **Testing methods** are:

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

3. **Units and components** are:

- a mechanical
- b electrical
- c hydraulic.

4. **Transmission and driveline systems** are:
- a gearbox
  - b hubs and bearings
  - c final drive assembly
  - d driveline components (including prop and drive shafts)
  - e clutch.

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

#### **The operation of clutch operating systems**

- a. Clutch operating mechanisms:
- i. pedal and lever
  - ii. hydraulic operated
  - iii. mechanical
  - iv. cable operated
  - v. hydraulic components
  - vi. master cylinder
  - vii. slave cylinder
  - viii. hydraulic pipes
  - ix. electrical and electronic components (fluid level indicators).

#### **The operation of friction clutches**

- a. The reasons for fitting a clutch.
- b. The construction and operation of:
- i. hydraulically and cable operated clutches
  - ii. coil spring clutches
  - iii. diaphragm spring clutches
  - iv. single plate clutches
  - v. multi plate clutches.

#### **The operation of manual gearboxes**

- a. The reasons for fitting gearboxes, to provide neutral, reverse, torque multiplication.
- b. Different gearbox types: transverse and inline layouts.
- c. The layout and construction of gears and shafts for 4, 5 and 6 speed gearbox designs, sliding mesh, constant mesh and synchromesh gearboxes reverse gear.
- d. The construction and operation of:
- i. gear selection linkages
  - ii. selector forks and rods
  - iii. detents and interlock mechanisms.
- e. The construction and operation of synchromesh devices.
- f. The arrangements for gearbox bearings:
- i. bushes
  - ii. oil seals
  - iii. gaskets and gearbox lubrication
  - iv. speedometer drive.
- g. The electrical and electronic components including reverse lamp switch.
- h. Calculate gear ratios and driving torque for typical gearbox specifications.

### **The operation of driveline components**

- a. The layout and construction of propshafts and drive shafts used in front wheel, rear wheel and four-wheel drive systems.
- b. The reasons for using flexible couplings and sliding joints in transmissions systems.
- c. The reason for using constant velocity joints in drive shafts incorporating steering mechanisms.
- d. The construction and operation of:
  - i. universal joints
  - ii. sliding couplings
  - iii. constant velocity joints.
- e. The simple stresses applied to shafts: torsional, bending and shear.
- f. The construction and operation of:
  - i. final drive units
  - ii. crown wheel and pinion
  - iii. bevel
  - iv. hypoid and helical gears
  - v. differential gears
  - vi. sun and planet gears
  - vii. lubricants
  - viii. lubrication bearings and seals
  - ix. limited slip differential.
- g. The reasons for fitting a differential.
- h. Calculate final drive gear ratios.
- i. Calculate the overall gear ratio from given data (gearbox ratio x final drive ratio).

### **The testing and inspection techniques used for light vehicle transmission systems**

- a. The techniques and procedures used for inspecting and testing clutches and clutch mechanisms including:
  - i. clearances
  - ii. pedal and lever settings
  - iii. cables and linkages
  - iv. hydraulic system
  - v. leaks
  - vi. adjustments
  - vii. travel.
- b. The techniques and procedures used for inspecting and testing gearboxes including:
  - i. leaks
  - ii. gear selection
  - iii. synchromesh operation
  - iv. abnormal noise.
- c. The techniques and procedures used for inspecting and testing drive line systems (prop and drive shafts, couplings) including:
  - i. security
  - ii. serviceability of rubber boots
  - iii. leaks
  - iv. alignment
  - v. balance weights (where applicable).
- d. The techniques used when inspecting and testing final drive systems including:
  - i. fluid levels

- ii. leaks
- iii. noise.

### **The faults and symptoms associated with vehicle transmissions systems**

- a. The faults and symptoms associated with transmission systems:
  - i. clutch faults
  - ii. gearbox faults
  - iii. drive line faults (propshaft, drive shaft, universal and constant velocity joints)
  - iv. universal joint alignment
  - v. final drive faults.
- b. Faults and symptoms to include mechanical, electrical and hydraulic systems.

### **The procedures for dismantling, removal and replacement of transmission units and components**

- a. The preparation, testing and use of tools and equipment, electrical meters and equipment used for dismantling removing and replacing transmission systems and components.
- b. appropriate safety precautions:
  - i. PPE
  - ii. vehicle protection when dismantling
  - iii. removing and replacing transmission systems and components
- c. The importance of logical and systematic processes.
- d. The inspection and testing of transmission systems and components
- e. The preparation of replacement units for re-fitting or replacement of transmission systems or components.
- f. The reasons why replacement components and units must meet the original specifications (OES):
  - i. warranty requirements
  - ii. to maintain performance
  - iii. safety requirements.
- g. Refitting procedures.
- h. The inspection and testing of units and system to ensure compliance with manufacturer's, legal and performance requirements.
- i. The inspection and re-instatement of the vehicle following repair to ensure customer satisfaction:
  - i. cleanliness of vehicle interior and exterior
  - ii. security of components and fittings
  - iii. re-instatement of components and fittings.

### **Types of wheel bearing arrangements**

- a. Driven wheels.
- b. Fully floating.
- c. Three quarter floating.
- d. Semi floating axles.

## Evidence Requirements

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work they have carried out on real vehicles in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk.
3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy.
4. produce evidence of removing and replacing **3 units or components** from **2 different vehicles from the systems listed below**:
  - clutch
  - gearbox
  - drive line (shafts, couplings, hubs and bearings)
  - final drive
5. be observed by their assessor in their normal workplace on at least **1 occasion** removing and replacing units and components from **1** of the above systems

Simulated activity **will be** acceptable to assess candidates' competence in removal and replacement on no more than **1** occasion



## Unit 113

# Diagnose and rectify light vehicle transmission and driveline system faults

<b>Level:</b>	<b>7</b>															
<b>Credit value:</b>	16															
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.															
<b>Aim:</b>	This unit is about diagnosing and rectifying faults occurring within vehicle gearboxes, hubs and bearings, driveline shafts, clutches, differentials and final drive units.															
<b>Assessment requirements:</b>	<p><b>Performance objectives must</b> be assessed via a portfolio of evidence, gathered through observing the candidate at work. See the <b>Evidence Requirements</b> at the end of this unit for further details.</p> <p>Candidates <b>must</b> take the City &amp; Guilds 4310-163 on-line multiple choice test, which partly covers the <b>essential knowledge</b> within this unit.</p> <p>The essential knowledge statements, which are <b>not</b> covered by the test, are:</p> <table><thead><tr><th><b>2.1</b></th><th><b>2.2</b></th><th><b>2.3</b></th><th><b>2.5</b></th><th><b>2.6</b></th></tr></thead><tbody><tr><td>3.1</td><td>3.2</td><td></td><td></td><td></td></tr><tr><td>4.3</td><td>4.12</td><td></td><td></td><td></td></tr></tbody></table> <p>This criteria <b>must</b> be assessed in one of the following ways:</p> <ul style="list-style-type: none"><li>• oral or written questioning</li><li>• professional discussion.</li></ul> <p>Centres must keep an audit trail to show that candidates have covered all of the essential knowledge.</p>	<b>2.1</b>	<b>2.2</b>	<b>2.3</b>	<b>2.5</b>	<b>2.6</b>	3.1	3.2				4.3	4.12			
<b>2.1</b>	<b>2.2</b>	<b>2.3</b>	<b>2.5</b>	<b>2.6</b>												
3.1	3.2															
4.3	4.12															

## Essential knowledge

The learner will need to understand:

### 1. **Legislative and organisational requirements and procedures**

- 1.1 the health and safety legislation and workplace procedures relevant to workshop practice and personal and vehicle protection when diagnosing and rectifying transmission and driveline faults
- 1.2 legal requirements relating to the vehicle (including road safety requirements)
- 1.3 their workplace procedures for:
  - recording fault location and **correction activities**
  - reporting the results of tests
  - the referral of problems
  - reporting delays to the completion of work
- 1.4 the importance of working to recognised diagnostic procedures and processes and obtaining the correct information for diagnostic activities to proceed
- 1.5 the importance of, documenting diagnostic and rectification information
- 1.6 the importance of working to agreed timescales and keeping others informed of progress
- 1.7 the relationship between time, costs and profitability
- 1.8 the importance of reporting anticipated delays to the relevant person(s) promptly.

### 2. **Electrical and electronic principles**

- 2.1 electrical and electronic principles associated with transmission and driveline systems, including types of sensors and actuators, their application and operation
- 2.2 how electrical and electronic transmission and driveline systems operate, including electrical component function, electrical inputs, outputs, voltages and oscilloscope patterns, digital and fibre optics principles
- 2.3 the interaction between electrical, electronic and mechanical components within vehicle transmission and driveline systems
- 2.4 how transmission and driveline electrical systems interlink and interact, including multiplexing
- 2.5 electrical symbols, units and terms
- 2.6 electrical safety procedures.

### 3. **Use of diagnostic and rectification equipment**

- 3.1 how to prepare and test the accuracy of diagnostic testing equipment
- 3.2 how to use diagnostic and rectification **equipment** for transmission and driveline mechanical, electrical, hydraulic and fluid systems, specialist repair tools and general workshop equipment.

#### 4. **Vehicle system faults, their diagnosis and correction**

- 4.1 how transmission and driveline mechanical, electrical, electronic and hydraulic and fluid systems are constructed, dismantled, reassembled and operate
- 4.2 the types and causes of transmission and driveline mechanical, electrical, electronic and hydraulic and fluid system, component and unit faults and failures
- 4.3 transmission and driveline mechanical, electrical and hydraulic and fluid component and unit replacement procedures, the circumstances which will necessitate replacement and other possible courses of action
- 4.4 how to find, interpret and use sources of information on transmission and driveline electrical operating specifications, diagnostic test procedures, repair procedures and legal requirements
- 4.5 vehicle operating specifications for limits, fits and tolerances relating to transmission and driveline mechanical, electrical, electronic and hydraulic and fluid systems for the vehicle(s) on which they work
- 4.6 how to select the most appropriate diagnostic testing method for the symptoms presented
- 4.7 how to carry out systematic diagnostic testing of transmission and driveline mechanical, electrical and electronic, hydraulic and fluid systems using a prescribed process or format
- 4.8 how to assess the condition evident within transmission and driveline mechanical, electrical, electronic, hydraulic and fluid components and units
- 4.9 how to interpret test results and vehicle data in order to identify the location and cause of vehicle system faults
- 4.10 how to carry out the **rectification activities** in order to correct faults in the transmission and driveline mechanical, electrical, electronic and hydraulic and fluid systems
- 4.11 the relationship between test methodology and the faults repaired – the use of appropriate testing methods
- 4.12 how to make cost effective recommendations for rectification.

## Performance objectives

### To be competent the learner must:

1. wear suitable personal protective equipment and use vehicle coverings when using **diagnostic methods** and carrying out **rectification activities**
2. support the identification of **faults**, by reviewing vehicle:
  - technical data
  - diagnostic test procedures
3. prepare, connect and test all the required **equipment** following manufacturers' instructions prior to use
4. use **diagnostic methods** which are relevant to the symptoms presented
5. collect diagnostic information in a systematic way relevant to the diagnostic methods used
6. collect sufficient diagnostic information to enable an accurate diagnosis of transmission and driveline system faults
7. identify and record any system deviation from acceptable limits accurately
8. ensure their assessment of dismantled sub-assemblies, components and units identifies their condition and suitability for repair or replacement, accurately
9. inform the relevant person(s) promptly where repairs are uneconomic or unsatisfactory to perform
10. use the **equipment** required, correctly and safely throughout all diagnostic and **rectification activities**
11. carry out all diagnostic and rectification activities following:
  - manufacturers' instructions
  - recognised researched repair methods
  - their workplace procedures
  - health and safety requirements
12. work in a way which minimises the risk of :
  - damage to other vehicle systems
  - damage to other components and units
  - contact with leakages
  - contact with hazardous substances
13. ensure all repaired and replaced components and units conform to the vehicle operating specification and any legal requirements
14. when necessary, adjust components and units correctly to ensure that they operate to meet system requirements
15. record and report any additional faults they notice during the course of work promptly
16. use testing methods which are suitable for assessing the performance of the system rectified
17. ensure the transmission and driveline system rectified performs to the vehicle operating specification and any legal requirements prior to return to the customer
18. ensure their records are accurate, complete and passed to the relevant person(s) promptly in the format required
19. complete all system diagnostic activities within the agreed timescale
20. report any anticipated delays in completion to the relevant person(s) promptly.

## Unit 113

# Diagnose and rectify light vehicle transmission and driveline system faults

## Supporting information

### Key words and phrases

#### Agreed timescales

Examples include: manufacturer's recommended work times, job times set by the company or a job time agreed with a specific customer.

#### Transmission and driveline system fault

These are faults that require a multi stage inspection and a series of test results to identify the cause.

#### Diagnostic information

This relates to mechanical condition, including wear, run out, pressures, flow, leakage and electrical measurements such as voltage and pulse displays, electronic systems data, including fault codes, sensor measurements and control unit outputs and/or signals.

#### Functional testing

Examples include performance testing and road testing where relevant.

#### Hydraulic and fluid systems

Examples include oil coolers, oil pumps and torque converters.

#### Transmission area

Clutch assemblies, clutch operating systems, manual and automatic gear boxes (including electronic control), drivelines, hubs and final drive assemblies.

#### Recommendations

Examples include: servicing, dismantling for further inspection and test, repair and replacement.

#### Vehicles

These can be any of the following – light vehicles.

Additionally these vehicles may be Si, Ci, Hybrid, Electric or Alternative fuelled vehicles.

#### Alternative Fuel

This is defined as any type of fuel that may be used to power an internal combustion engine, examples would include LPG, bio ethanol etc.

## Scope of this unit

1. **Transmission and driveline systems** are:
  - a gearbox
  - b hubs and bearings
  - c final drive assembly
  - d driveline components
  - e clutch.
  
2. **Diagnostic methods** are:
  - a measurement
  - b functional testing
  - c electrical and electronic systems testing.
  
3. **Diagnostic testing** is defined as:
  - a verify the fault
  - b collect further information
  - c evaluate the evidence
  - d carry out further tests in a logical sequence
  - e rectify the problem
  - f check all systems.
  
4. **Equipment** is:
  - a diagnostic and rectification equipment for transmission mechanical systems
  - b diagnostic and rectification equipment for transmission electrical systems
  - c diagnostic and rectification equipment for transmission hydraulic and fluid systems
  - d specialist repair tools
  - e general workshop equipment.
  
5. **Faults** are:
  - a mechanical
  - b electrical and electronic
  - c hydraulic and fluid.
  
6. **Rectification activities** are defined as:

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

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

### **Electrical and electronic principles related to light vehicle transmission systems**

- a. The operation of electrical and electronic systems and components related to light vehicle transmission systems including:
  - i. ECU
  - ii. sensors and actuators

- iii. electrical inputs and outputs
  - iv. voltages
  - v. oscilloscope patterns
  - vi. digital and fibre optic principles.
- b. The interaction between the electrical/electronic system, hydraulic system and mechanical components of the transmission systems.
  - c. Electronic and electrical safety procedures.

### **The operation of light vehicle clutches and fluid couplings**

- a. The construction and operation of friction clutches (coil spring, diaphragm) including single and twin clutch designs.
- b. The construction and operation of fluid couplings including:
  - i. fluid flywheel
  - ii. torque converter (torque multiplication, efficiency)
  - iii. benefits of fluid couplings
  - iv. benefits of torque converter over fluid flywheel.

### **The operation of light vehicle transmissions and driveline systems**

- a. The construction and operation of manual gearboxes:
  - i. 4, 5 and 6 speed gearboxes
  - ii. gear arrangements
  - iii. shaft and bearing arrangements
  - iv. synchromesh devices
  - v. interlock mechanisms
  - vi. linkages
  - vii. overdrive
  - viii. lubrication.
- b. The construction and operation of automatic gearboxes including:
  - i. hydraulic and electronic control systems
  - ii. operations of epicyclic gears (sun, planet, annulus and carrier)
  - iii. method for achieving different gear ratios using epicyclic gearing hydraulic control systems
  - iv. components and operation
  - v. electronic control system
  - vi. components and operation.
- c. The construction and operation of continuously variable transmissions (CVT) and the benefits of this type of gearbox design.
- d. The construction and operation of the sequential manual gearbox (SMG).
- e. The construction and operation of final drive systems including:
  - i. conventional crown wheel and pinion
  - ii. differential gears
  - iii. limited slip differential.
- f. The construction and operation of light vehicle 4 wheel drive systems including third differential and differential locks.
- g. The operation of light vehicle traction control systems and launch control.
- h. The construction and operation of light vehicle hub arrangements.
- i. The construction and operation of:
  - i. drive shafts
  - ii. propshafts including flexible joints and couplings
  - iii. universal joints
  - iv. constant velocity joints
  - v. sliding joints.

## **Symptoms and faults in light vehicle transmissions and drive-line systems**

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

## **Faults in light vehicle transmission systems**

- a. Interpret information for diagnostic tests, vehicle and equipment specifications, use of equipment, testing procedures, test plans, fault codes and legal requirements.
- b. How to prepare equipment for use in diagnostic testing.
- c. How to conduct systematic testing and inspection of transmission system, mechanical, hydraulic, electrical and electronic systems using appropriate tools and equipment including, multimeter, oscilloscope and pressure gauges.
- d. How to carry out workshop based and road testing of vehicle and transmission system.
- e. Evaluate and interpret test results from diagnostic and/or road testing.
- f. Compare test result and values with vehicle manufacturer's specifications and settings.
- g. How to dismantle components and systems using appropriate equipment and procedures.



- h. Assess, examine and evaluate the operation, settings, values, condition and performance of components and systems.
- i. Probable faults, malfunctions and incorrect settings.
- j. Rectification or replacement procedures.
- k. Operation of systems following diagnosis and repair to confirm operation and performance.
- l. Measurements on components to include:
  - i. settings
  - ii. input and output values
  - iii. voltages
  - iv. current consumption
  - v. resistance
  - vi. output patterns with oscilloscope
  - vii. pressures
  - viii. condition
  - ix. wear and performance.

## Evidence Requirements

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work they have carried out on real vehicles in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk.
3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy.
4. use a **2 or more** step diagnostic activity.
5. produce evidence of diagnosing and rectifying at least **3** faults occurring in **3 of the 4** systems listed\*.
  - clutch
  - gearbox
  - drive line (shafts, couplings, hubs and bearings)
  - final drive

**2** pieces of evidence must come from work carried out **in their normal workplace** in at least **2** of the following areas: mechanical, electrical or hydraulic.
6. be observed by their assessor on **at least 1 occasion** carrying out the diagnosis and rectification of a fault in a transmission or drive line system.

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

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

## Unit 218

## Remove and fit basic motor, mechanical, electrical and trim (MET) components and non permanently fixed motor vehicle body panels

<b>Level:</b>	<b>5</b>
<b>Credit value:</b>	8
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.
<b>Aim:</b>	This unit is about the straightforward removal and fitting of basic mechanical, electrical and trim (MET) components to vehicles. It is also about checking the operation of the components fitted.
<b>Assessment requirements:</b>	<p><b>Performance objectives must</b> be assessed via a portfolio of evidence, gathered through observing the candidate at work. See the <b>Evidence Requirements</b> at the end of this unit for further details.</p> <p>Candidates <b>must</b> take the City &amp; Guilds 4310-268 on-line multiple choice test, which covers all of the <b>essential knowledge</b> within this unit.</p>

## Essential knowledge

The learner will need to understand:

### 1. Legislative and organisational requirements and procedures

- 1.1 the health, safety and legal requirements relating to the removal and fitting of **basic MET components and non welded non-structural body panels**
- 1.2 their workplace procedures for:
  - the referral of problems
  - reporting of delays to the completion of work
  - completion of work records
- 1.3 the work that needs to be done and the standard required
- 1.4 the requirements for protecting the vehicle and contents from damage before, during and after removing and fitting activities
- 1.5 the importance of selecting, using and maintaining the appropriate personal protective equipment when removing and fitting **basic MET components and non welded non-structural body panels**.

### 2. Removing and fitting basic MET components

- 2.1 how to find, interpret and use sources of information applicable to the removal and fitting of **basic MET components and non welded non-structural body panels**
- 2.2 how to select, check and use all the tools and equipment required to remove and fit basic MET components and non welded non-structural body panels
- 2.3 the correct procedures for removing and fitting basic MET components and non welded non-structural body panels
- 2.4 the correct procedures for working with supplementary safety systems when fitting and removing **basic MET components and non welded non-structural body panels**
- 2.5 the correct procedures for working with Gas Discharge headlight systems and when fitting and removing basic **MET components and non welded non-structural body panels**
- 2.6 the methods of storing removed panels and components and the importance of storing them correctly
- 2.7 the different types of fastenings and fixings and the reasons for their use
- 2.8 the need for correct alignment of panels and components and the correct methods used to achieve this
- 2.9 the types of quality checks that can be used to ensure correct alignment and operation of components to manufacturer's specification and their purpose.

## Performance objectives

### To be competent the learner must:

1. use the appropriate personal protective equipment when removing and fitting **basic MET components and non welded non-structural body panels**
2. protect the vehicle and its contents effectively when removing and fitting **basic MET components and non welded non-structural body panels**
3. select and use the correct **tools and equipment** for the panels or components they are going to remove or fit
4. ensure that the **tools and equipment** they require are in a safe working condition
5. remove and fit **basic MET components and non welded non-structural body panels** following:
  - removal and fitting procedures
  - manufacturers' instructions
  - their workplace procedures
  - health, safety and legal requirements
6. avoid damaging other components, units and panels on the vehicle
7. store all removed panels and components safely in the correct location
8. realign the panels and components they have fitted correctly in a way which regains their original manufactured gaps
9. check that the components they have fitted operate correctly following the manufacturer's specification
10. report any additional faults they find during the course of their work to the relevant person(s) promptly
11. report any delays in completing their work to the relevant person(s) promptly
12. remove and fit **basic MET components or non welded non-structural body panels** within the agreed timescale
13. complete work records accurately, in the format required and pass them to the relevant person(s) promptly.

# Unit 218 Remove and fit basic motor, mechanical, electrical and trim (MET) components and non permanently fixed motor vehicle body panels

## Supporting information

### Key words and phrases

#### Agreed timescales

Examples include: job times set by the company or agreed with a specific customer.

#### Commercial Vehicles

These are medium and large goods vehicles of 3500kgs gross vehicle mass (GVM) and above.

#### Components fitted

These can be either replacement or refitted components.

#### MET

Mechanical, electrical and trim.

#### Non Permanently Fixed panels

Any cosmetic panel within a vehicle that is fitted by mechanical fastening devices and will be undamaged when removed.

#### Vehicles

These can be any of the following: light vehicles, commercial vehicles, motorcycles, mopeds and scooters.

### Scope of this unit

1. **Basic MET components** includes:
  - a bumpers
  - b headlamp units
  - c road wheels
  - d batteries
  - e bonnet and boot lid trim
  - f interior trim components
  - g exterior trim components.
  
2. **Non permanently attached body panels** are:
  - a wings
  - b doors
  - c bonnets
  - d boot lids and tailgates
  - e bumper bars, covers and components.

3. **Tools and equipment** are:
- a spanners
  - b socket set
  - c screwdrivers
  - d manufacturer's specified specialist tools
  - e pliers and self locking grips
  - f power drill and drill bits
  - g trolley jack
  - h axle stands
  - i vehicle lifts
  - j torque wrench.

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

**Describe procedures to prevent damage to the vehicle, components and contents when removing, storing and refitting basic MET components**

- a. The methods that can be used to protect undamaged items to ensure they are removed and refitted without causing unnecessary damage:
  - i. bumpers
  - ii. headlamp units
  - iii. road wheels
  - iv. batteries
  - v. bonnet and boot trim
  - vi. interior trim components
  - vii. exterior trim components.
- b. The procedures for the correct storage of vehicle contents.
- c. The process for the reporting of extra damage and items that may have broken when removed or refitted.

**The processes involved when handling batteries**

- a. The procedure for the removal, storage and refitting of lead acid batteries.
- b. The procedure for the disposal of lead acid batteries.
- c. Battery checks:
  - i. electrolyte
  - ii. discharge
  - iii. specific gravity.
- d. The charging process and procedures:
  - i. trickle charge
  - ii. normal charge
  - iii. boost / start.
- e. The health and safety issues involved when charging (explosive gases).

**Types of clips and fixings**

- a. Identify reasons and limitations for the use of the following types of clips:
  - i. speed
  - ii. 'c'
  - iii. 'd'

- iv. 'j' type captive nut
  - v. 'r'
  - vi. 'u' type captive nut
  - vii. cable clip
  - viii. trim clips.
- b. Identify reasons and limitations for the use of the following types of fixings:
- i. pop rivet
  - ii. plastic rivet
  - iii. plastic capture nut
  - iv. nut and bolt
  - v. soulder bolt
  - vi. 'Nyloc' type nuts
  - vii. washers
  - viii. 'Spring' type washers
  - ix. self tapping screws and bolts
  - x. quick release plastic trim fastenings
  - xi. trim tapes
  - xii. adhesives and sealers.

### **The processes involved when carrying out quality checks**

- a. describe processes for rectifying items that may have been 'workshop' soiled:
- i. door cards
  - ii. seats
  - iii. carpets
  - iv. boot and bonnet trims.
- b. Methods for checking gaps.
- c. The process for checking and aligning headlamps:
- i. address handling procedures for halogen bulbs
  - ii. address handling and health and safety issues relating to xenon bulbs and systems.
- d. Operational checks and rectification methods to include:
- i. lights
  - ii. washers and wipers
  - iii. SRS systems (checking not rectification)
  - iv. charging system (checking not rectification)
  - v. horn
  - vi. fluid levels
  - vii. interior switches
  - viii. operation of door lock mechanisms.

### **Removing and fitting non-structural body panels**

- a. Find, interpret and use sources of information applicable to the removal and fitting of basic non welded non-structural body panels.
- b. Select, check and use all the tools and equipment required to remove and fit basic non welded non-structural body panels including:
- i. hinge pin removers
  - ii. spanners
  - iii. screwdrivers.
- c. The different types of mechanical fixings for non welded non-structural body panels and when and why they should be used including:
- i. bolts
  - ii. self tapping bolts
  - iii. speed nuts
  - iv. washers.

- d. The correct procedures and processes for removing and fitting of non welded non-structural body panels.
- e. The need for correct alignment of panels and methods to achieve this:
  - i. aperture gaps
  - ii. alignment of panel features
  - iii. best fit of components to panels
  - iv. vehicle geometry
  - v. operation of openings such as doors, tailgates, bonnets etc.
- f. The types of quality control checks that can be used to ensure correct alignment and contour of panels and operation of components to manufacturer's specification.
- g. The method of storing removed panels and the importance of storing them correctly.

## Evidence Requirements

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work they have carried out on real vehicles in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk.
3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy.
4. produce evidence from their normal workplace of removing and replacing **6 of the 12 units or components** from the list below on at least **2** occasions.
  - bumpers
  - headlamp units
  - road wheels
  - batteries
  - bonnet fittings
  - interior trim components
  - exterior trim components
  - wings
  - doors
  - bonnets
  - boot lids and tailgates
  - bumper bars, covers and components
5. be observed by their assessor on **at least 2 occasions, each** observation covering the removal and replacement of **different** units.

Evidence from simulated activities is acceptable for this unit on no more than 20% in line with the IMI SVQ Assessment Strategy.



## Unit 406

# Diagnose and rectify motor vehicle electrical unit and component faults

<b>Level:</b>	<b>7</b>					
<b>Credit value:</b>	16					
<b>Endorsement by a regulatory body:</b>	This unit is endorsed by IMI, the Sector Skills Council for the automotive retail industry.					
<b>Aim:</b>	This unit is about identifying and rectifying faults occurring within electrical systems, units and components.					
<b>Assessment requirements:</b>	<p><b>Performance objectives must</b> be assessed via a portfolio of evidence, gathered through observing the candidate at work. See the <b>Evidence Requirements</b> at the end of this unit for further details.</p> <p>Candidates <b>must</b> take the City &amp; Guilds 4310-456 on-line multiple choice test, which partly covers the <b>essential knowledge</b> within this unit.</p> <p>The essential knowledge statements, which are <b>not</b> covered by the test, are:</p> <table><tr><td><b>2.1</b></td><td><b>2.2</b></td><td><b>2.3</b></td><td></td><td></td></tr></table> <p>4.9</p> <p>This criteria <b>must</b> be assessed in one of the following ways:</p> <ul style="list-style-type: none"><li>• oral or written questioning</li><li>• professional discussion.</li></ul> <p>Centres must keep an audit trail to show that candidates have covered all of the essential knowledge.</p>	<b>2.1</b>	<b>2.2</b>	<b>2.3</b>		
<b>2.1</b>	<b>2.2</b>	<b>2.3</b>				

## Essential knowledge

The learner will need to understand:

### 1. Legislative and organisational requirements and procedures

- 1.1 the health and safety legislation and workplace procedures relevant to workshop practices and personal and vehicle protection when diagnosing and rectifying complex electrical faults
- 1.2 legal requirements relating to the vehicle electrics (including road safety and refrigerant handling requirements)
- 1.3 their workplace procedures for:
  - recording fault location and **correction activities**
  - reporting the results of tests.
  - the referral of problems
  - reporting delays to the completion of work
- 1.4 the importance of working to recognised diagnostic procedures and processes and obtaining the correct information for diagnostic activities to proceed
- 1.5 the importance of, documenting diagnostic and rectification information
- 1.6 the importance of working to agreed timescales and keeping others informed of progress
- 1.7 the relationship between time, costs and profitability
- 1.8 the importance of reporting anticipated delays to the relevant person(s) promptly.

### 2. Electrical and electronic principles

- 2.1 electrical and electronic principles, including Ohms Law, voltage, power, current (AC/DC) resistance, magnetism, electromagnetism and electromagnetic induction, digital and fibre optics principles
- 2.2 electrical symbols, units and terms
- 2.3 electrical safety procedures
- 2.4 how electrical and electronic units and components are constructed, dismantled and reassembled
- 2.5 how electrical and electronic units and components operate, including electrical component function, electrical inputs, outputs, voltages and patterns
- 2.6 the interaction between electrical, electronic and mechanical components within the systems defined
- 2.7 how electrical systems interlink and interact including multiplexing
- 2.8 the operation of the electrical and electronic systems for electric, hybrid and alternative fuel vehicles (including regenerative braking systems).

### 3. Use of electrical testing equipment

- 3.1 how to prepare and test the accuracy of diagnostic testing equipment.
- 3.2 how to use **electrical and electronic testing equipment** to correctly and safely diagnose electrical faults.

4.	<b>Auxiliary equipment electrical faults, their diagnosis and correction</b>
4.1	the types and causes of electrical system, component and unit faults and failures
4.2	electrical component and unit replacement procedures, the circumstances which will necessitate replacement and other possible courses of action
4.3	how to find, interpret and use sources of information on electrical operating specifications, diagnostic test procedures, repair procedures and legal requirements
4.4	how to carry out systematic diagnostic testing of electrical and electronic systems using <b>electrical testing techniques</b>
4.5	how to select the most appropriate diagnostic testing method for the symptoms presented
4.6	how to interpret test results and vehicle data in order to identify the location and cause of vehicle system faults
4.7	how to rectify electrical and electronic faults
4.8	how to make suitable adjustments to components and units
4.9	how to make cost effective recommendations for rectification.

### Performance objectives

<b>To be competent the learner must:</b>	
1.	wear suitable personal protective equipment and use vehicle coverings when using <b>electrical testing techniques</b> and carrying out <b>rectification activities</b>
2.	support the identification of <b>electrical faults</b> , by reviewing vehicle: <ul style="list-style-type: none"> <li>• technical data</li> <li>• diagnostic test procedures</li> </ul>
3.	prepare, connect and test all the required <b>electrical and electronic testing equipment</b> following manufacturers' instructions prior to use
4.	use <b>electrical and electronic testing techniques</b> which are relevant to the symptoms presented
5.	collect sufficient diagnostic information in a systematic way to enable an accurate diagnosis of electrical system faults
6.	identify and record any system deviation from acceptable limits accurately
7.	make cost effective recommendations for rectification based upon their analysis of the diagnostic information gained
8.	use all <b>tools and equipment</b> required for their diagnostic and rectification activities, correctly and safely throughout
9.	carry out all <b>diagnostic &amp; rectification activities</b> following: <ul style="list-style-type: none"> <li>• manufacturers' instructions</li> <li>• recognised researched repair methods</li> <li>• health and safety requirements</li> </ul>
10.	work in a way which minimises the risk of: <ul style="list-style-type: none"> <li>• damage to other vehicle systems</li> <li>• damage to other components and units</li> <li>• contact with leakages</li> <li>• contact with hazardous substances</li> </ul>
11.	ensure all repaired and replaced electrical components and units

conform to the vehicle operating specification and any legal requirements

12. when necessary, adjust components and units correctly to ensure that they operate to meet system requirements
13. ensure the electrical system rectified performs to the vehicle operating specification and any legal requirements prior to return to the customer
14. ensure their records are accurate, complete and passed to the relevant person(s) promptly in the format required
15. complete all diagnostic and rectification activities within the agreed timescale
16. report any anticipated delays in completion to the relevant person(s) promptly.

# Unit 406      Diagnose and rectify motor vehicle electrical unit and component faults

## Supporting information

### Key words and phrases

#### Agreed timescales

Examples include: manufacturer's recommended work times, job times set by the company or a job time agreed with a specific customer.

#### Commercial vehicles

These are medium and large goods vehicles of 3500kgs gross vehicle mass (GVM) and above.

#### Comfort and convenience systems

Examples are heated seats, electrically adjusted seats, heated screens, electric mirrors, heating, climate control and air conditioning.

#### Auxiliary equipment electrical faults

These are faults that require a multi stage inspection and a series of test results to identify the cause.

#### Vehicles

These can be any of the following – light vehicles.

Additionally these vehicles may be Si, Ci, Hybrid, Electric or Alternative fuelled vehicles.

#### Alternative Fuel

This is defined as any type of fuel that may be used to power an internal combustion engine, examples would include LPG, bio ethanol etc.

### Scope of this unit:

1. **Electrical faults** occurring within the following systems:
  - a. infotainment
  - b. comfort and convenience
  - c. Supplementary Restraint Systems (SRS)
  - d. networking systems
  - e. body electric systems.
  
2. **Electrical and electronic testing equipment** covers:
  - a. volt meters
  - b. ammeters
  - c. ohmmeters
  - d. multimeters
  - e. battery testing equipment
  - f. dedicated and computer based equipment

g. oscilloscopes.

3. **Tools and equipment:**

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

4. **Diagnostic testing** is defined as:

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

5. **Electrical and electronic testing techniques** are:

- a. voltage, resistance and current measuring
- b. frequency measuring
- c. visual
- d. dedicated and computer based testing.

6. **Rectification activities** are defined as:

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

**Candidates will be assessed on the assessment criteria as specified within the unit. The following information has been provided by IMI SSC and is included to support centres in terms of teaching and delivery.**

**The electrical principles that are related to light vehicle electrical circuits:**

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

**Battery and charging**

- a. The construction and operation of vehicle batteries including:
  - i. low maintenance and maintenance free
  - ii. lead acid and nickel cadmium types
  - iii. cells
  - iv. separators
  - v. plates
  - vi. electrolyte.
- b. The operation of the vehicle charging system:
  - i. alternator

- ii. rotor
- iii. stator
- iv. slip ring
- v. brush assembly
- vi. three phase output
- vii. diode rectification pack
- viii. voltage regulation
- ix. phased winding connections
- x. cooling fan
- xi. alternator drive system.

### **Starting**

- a. The layout, construction and operation of engine starting systems: inertia and pre-engaged principles.
- b. The function and operation of the following components:
  - i. inertia and pre-engaged starter motor
  - ii. starter ring gear
  - iii. pinion
  - iv. starter solenoid
  - v. ignition/starter switch
  - vi. starter relay (if appropriate)
  - vii. one-way clutch (pre-engaged starter motor).

### **Lighting systems and technology**

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

### **Lighting circuits and the relationship between each circuit**

- a. Circuits must include:
  - i. sidelights including number plate lights and marker lights
  - ii. dipped beam
  - iii. main beam
  - iv. dim/dip
  - v. indicators and hazard lights
  - vi. high intensity and fog light.

### **Common faults and testing methods associated with external lighting system**

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

### **The operating principles of external lighting systems and multiplexing systems**

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

### **The different types of electric windows and mirror systems and components**

- a. Components should include:
  - i. window
  - ii. mirror motors
  - iii. multi-functional switches
  - iv. relays
  - v. total closure modules.

### **The function of component parts in the electric window and mirror systems**

- a. Components must include:
  - i. motors
  - ii. relays
  - iii. interfaces
  - iv. modules
  - v. switches.

### **The operating principles of electric windows and mirror systems**

- a. Operating principles of the following:
  - i. motors
  - ii. interfaces
  - iii. switches
  - iv. modules.

### **Common faults and testing methods associated with electric windows and mirror systems**

- a. Fault diagnosis for:
  - i. electric windows failing to open or close
  - ii. electric mirrors fail to adjust
  - iii. slow operation on both systems.

### **The different types of screen heating systems and components**

- a. Systems must include:
  - i. heated front screens
  - ii. heated rear screens
  - iii. heated mirrors.

### **The function and operating principles of components for heated screen and mirror systems**

- a. Components must include:
  - i. front screen elements
  - ii. mirror elements
  - iii. time control relays
  - iv. multifunction relays and switches.

### **Common faults and testing methods associated with heated screen and mirror systems**

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

### **The different types of In Car Entertainment (I.C.E.) systems and components**



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

### **The function of components in I.C.E. systems**

- a. Systems include:
  - i. radios
  - ii. CD players
  - iii. video players
  - iv. DVD players
  - v. aerial systems
  - vi. speakers
  - vii. amplifiers
  - viii. VDU screens
  - ix. mobile communication units.

### **The operating principles of I.C.E. systems**

- a. Operation of entertainment systems speaker and aerial systems.

### **Common faults and testing methods associated with I.C.E. systems**

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

### **The different types of integrated security/warning systems and components**

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

### **The function of component parts in integrated security and warning systems**

- a. Components to include:
  - i. control units
  - ii. alarm modules
  - iii. audible warning units
  - iv. interior sensing systems
  - v. immobiliser units
  - vi. relays
  - vii. LEDs
  - viii. horns.

### **The operating principles of integrated security and warning systems**

- a. Operation of alarm systems and audible warning units.

### **The relevant legislation relevant to security and warning systems**

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

### **Common faults and testing methods associated with security and warning systems**

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

### **The different wiper system components**

- a. Components must include:
  - i. wiper motors
  - ii. washer motors
  - iii. wiper linkage
  - iv. multifunction relays
  - v. headlamp wash/wipe.

### **The function of component wiper and washer components**

- a. Components and systems must include:
  - i. wiper motors
  - ii. intermittent wash wipe relays
  - iii. parking systems

### **The operating principles, faults and testing methods of wiper and washer systems**

- a. Principles, fault diagnosis and testing for:
  - i. wiper motors failing
  - ii. damaged linkages
  - iii. incorrect operation of intermittent and parking systems
  - iv. earth faults
  - v. control unit failure

### **The different heater, cooling system components and air con.**

- a. Components include:
  - i. heater motors
  - ii. speed rheostats
  - iii. switches
  - iv. valves
  - v. radiator cooling fan motors
  - vi. relays
  - vii. air conditioning units.

### **The function of component heater, cooling parts and air conditioning**

- a. Components include:
  - i. heater motors
  - ii. rheostats
  - iii. valves
  - iv. switches
  - v. relays
  - vi. cooling fan motors
  - vii. air conditioning units
  - viii. thermostatic switches.

### **The operating principles of heater, cooling systems and air conditioning**

- a. Principles to include:
  - i. conduction
  - ii. convection
  - iii. radiation
  - iv. circulation
  - v. boiling points
  - vi. states of matter (gas, liquid, solid)
  - vii. temperature control
  - viii. antifreeze mixtures
  - ix. heat transfer.

### **Common faults and testing methods associated with heater, cooling systems and air conditioning**

- a. Fault diagnosis for:
  - i. heater motor failing to operate on all/one speed
  - ii. radiator cooling fan not operating
  - iii. valves
  - iv. relays
  - v. switches not operating
  - vi. electrical related faults on the air conditioning system.

### **The different types of locking system components**

- a. Door locking actuators, solenoids, deadlocking actuators and anti-theft modules.

### **The function of component parts in the locking system**

- a. Solenoids, actuators (electrical and pneumatic), multifunctional relays, anti-theft modules and release systems.

### **The operating principles of locking systems**

- a. Doors and cabs.

### **Common faults and testing methods associated with locking systems**

- a. Door locking actuators, solenoids, connections, wiring, relays, and protection devices/fuses.

### **The different types of Supplementary Restraint and Airbag systems**

- a. Components include:
  - i. control units
  - ii. sensors
  - iii. seat belt pretensioners
  - iv. airbag assemblies
  - v. wiring systems
  - vi. warning systems.

### **The function of component parts in the Supplementary Restraint and Airbag systems**

- a. Components include:
  - i. control units
  - ii. interfaces
  - iii. sensors
  - iv. airbag units
  - v. pretensioners.

### **The operating principles of Supplementary Restraint and Airbag systems**

- a. Operation of the sensors.
- b. Operation of the airbag unit.
- c. Operation of the various types of pretension.
- d. Safe handling procedures and regulations.

### **Common faults and testing methods associated Supplementary Restraint and Airbag systems**

- a. Fault diagnosis for Airbag and SRS faults:
  - i. fault code identification
  - ii. wiring faults
  - iii. component failure
  - iv. earth problems
  - v. sensor faults.

### **How to examine, measure and make suitable adjustments to components:**

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

### **How to select, prepare and use diagnostic and rectification equipment for automotive auxiliary electrical systems:**

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

## Evidence Requirements

The learner must:

1. produce evidence to show they meet **all** of the Essential Knowledge and Performance Objectives
2. produce performance evidence resulting from work they have carried out on real vehicles in their normal workplace or as defined within the IMI SVQ Assessment Strategy as managed and organised by an approved centre when naturally occurring performance evidence does not occur at frequent intervals in their normal workplace or when safety is at risk.
3. be observed by an assessor as defined in the IMI SVQ Assessment Strategy.
4. produce evidence of carrying out diagnosis and rectification activities from **4 different systems out of the 16 listed below \***. The fault should involve a **2 or more** step diagnostic activity. **At least 3** pieces of evidence must come from work carried out **in their normal workplace**.
  - lighting systems
  - heated seats
  - electrically adjusted seats
  - heated screens
  - electric mirrors
  - electric sunroofs
  - electric windows
  - heating and ventilation systems
  - information and entertainment
  - communication systems
  - SRS
  - wash wipe
  - locking systems
  - security and warning systems
  - alternators
  - starter motors
5. be observed by their assessor on **at least 1 occasion**, covering the diagnosis and rectification of a fault.

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

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



## Appendix 1 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 such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, online multiple choice tests, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
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## **City & Guilds Group**

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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