Level 2 Diploma in Heavy Vehicle Maintenance and Repair Principles (4290-22)

August 2017 Version 1.3
Qualification at a glance

<table>
<thead>
<tr>
<th>Subject area</th>
<th>Vehicle Maintenance and Repair</th>
</tr>
</thead>
<tbody>
<tr>
<td>City &amp; Guilds number</td>
<td>4290</td>
</tr>
<tr>
<td>Age group approved</td>
<td>16+</td>
</tr>
<tr>
<td>Entry requirements</td>
<td>There are no entry requirements</td>
</tr>
<tr>
<td>Assessment</td>
<td>Online multiple choice tests (graded Pass, Merit, Distinction) and assignments (graded Pass)</td>
</tr>
<tr>
<td>Fast track</td>
<td>Not available; automatic approval applies in some cases</td>
</tr>
<tr>
<td>Support materials</td>
<td>Centre handbook, Practical assessment workbook, Practical training workbook</td>
</tr>
<tr>
<td>Registration and certification</td>
<td>See online catalogue/Walled Garden for last dates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title and level</th>
<th>GLH</th>
<th>TQT</th>
<th>City &amp; Guilds number</th>
<th>Accreditation number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Diploma in Heavy Vehicle Maintenance and Repair Principles</td>
<td>645</td>
<td>780</td>
<td>4290-22</td>
<td>500/9982/6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Version and date</th>
<th>Change detail</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 August 2017</td>
<td>Added TQT details, Deleted QCF</td>
<td>Qualification at a glance, Structure Throughout</td>
</tr>
<tr>
<td>1.1 Dec 2012</td>
<td>Amend range unit 262 – General formatting improvements</td>
<td>Units</td>
</tr>
<tr>
<td>1.2 Oct 2013</td>
<td>Unit supporting information updated with introductory text</td>
<td>Units</td>
</tr>
</tbody>
</table>
## Contents

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>Structure</td>
</tr>
<tr>
<td>2</td>
<td>Centre requirements</td>
</tr>
<tr>
<td></td>
<td>Approval</td>
</tr>
<tr>
<td></td>
<td>Candidate entry requirements</td>
</tr>
<tr>
<td>3</td>
<td>Delivering the qualification</td>
</tr>
<tr>
<td></td>
<td>Initial assessment and induction</td>
</tr>
<tr>
<td></td>
<td>Support materials</td>
</tr>
<tr>
<td>4</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td>Assessment of the qualification</td>
</tr>
<tr>
<td></td>
<td>Time constraints</td>
</tr>
<tr>
<td></td>
<td>Test specifications</td>
</tr>
<tr>
<td>5</td>
<td>Units</td>
</tr>
<tr>
<td>Unit 001</td>
<td>Skills in health, safety and good housekeeping in the automotive environment</td>
</tr>
<tr>
<td>Unit 003</td>
<td>Skills in supporting job roles in the automotive work environment</td>
</tr>
<tr>
<td>Unit 004</td>
<td>Skills in materials, fabrication, tools and measuring devices used in the automotive environment</td>
</tr>
<tr>
<td>Unit 051</td>
<td>Knowledge of health, safety and good housekeeping in the automotive environment</td>
</tr>
<tr>
<td>Unit 053</td>
<td>Knowledge of support for job roles in the automotive work environment</td>
</tr>
<tr>
<td>Unit 054</td>
<td>Knowledge of materials, fabrication, tools and measuring devices used in the automotive environment</td>
</tr>
<tr>
<td>Unit 201</td>
<td>Skills required to conduct routine heavy vehicle maintenance</td>
</tr>
<tr>
<td>Unit 202</td>
<td>Skills required to remove and replace heavy vehicle engine units and components</td>
</tr>
<tr>
<td>Unit 203</td>
<td>Skills required to remove and replace heavy vehicle electrical units and components</td>
</tr>
<tr>
<td>Unit 204</td>
<td>Skills required to remove and replace heavy vehicle chassis units and components</td>
</tr>
<tr>
<td>Unit 205</td>
<td>Skills required to inspect heavy vehicles using prescribed methods</td>
</tr>
<tr>
<td>Unit 212</td>
<td>Skills required to remove and replace heavy vehicle transmission and driveline units and components</td>
</tr>
<tr>
<td>Unit 251</td>
<td>Knowledge of conducting routine heavy vehicle maintenance</td>
</tr>
<tr>
<td>Unit</td>
<td>Knowledge</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Unit 252</td>
<td>Knowledge of heavy vehicle engine mechanical, lubrication and cooling system units and components</td>
</tr>
<tr>
<td>Unit 253</td>
<td>Knowledge of removing and replacing heavy vehicle electrical units and components</td>
</tr>
<tr>
<td>Unit 254</td>
<td>Knowledge of heavy vehicle removing and replacing chassis units and components</td>
</tr>
<tr>
<td>Unit 255</td>
<td>Knowledge of inspecting heavy vehicles</td>
</tr>
<tr>
<td>Unit 262</td>
<td>Knowledge of heavy vehicle transmission and driveline units and components</td>
</tr>
<tr>
<td>Unit 272</td>
<td>Knowledge of heavy vehicle fuel, air supply and exhaust system units and components</td>
</tr>
<tr>
<td>Appendix 1</td>
<td>Relationships to other qualifications</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Sources of general information</td>
</tr>
</tbody>
</table>
1 Introduction

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

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the qualification for?</td>
<td>It is for candidates wanting to develop some of the key skills and understanding in motor vehicle systems. Successful candidates will have the basic skills needed to apply for an automotive apprenticeship or similar engineering pathway. This qualification could also be used as an ‘interest’ course for a wide range of learners.</td>
</tr>
<tr>
<td>What does the qualification cover?</td>
<td>It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the automotive industry.</td>
</tr>
<tr>
<td>Is the qualification part of a framework or initiative?</td>
<td>This qualification is part of the Automotive Maintenance and Repair Intermediate Apprenticeship Framework (framework 1) which will replace current framework 4 from April 2011.</td>
</tr>
</tbody>
</table>
| What opportunities for progression are there? | It allows candidates to progress into employment or to the following City & Guilds qualifications:  
- 4290-23 Level 3 Diploma in Heavy Vehicle Maintenance and Repair Principles  
- 4270-22/23 Level 2/3 Diplomas in Heavy Vehicle Maintenance and Repair Competence |

## Structure

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Total credits</th>
<th>Credits from mandatory units</th>
<th>Credits from optional units</th>
</tr>
</thead>
<tbody>
<tr>
<td>City &amp; Guilds Level 2 Diploma in Heavy Vehicle Maintenance and Repair Principles</td>
<td>78</td>
<td>73</td>
<td>5 (min)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>001, 003, 004, 051, 053, 054, 201-204, 251-254, 262, 272</td>
<td>- 205 and 255 or - 212</td>
</tr>
</tbody>
</table>

Full qualification certificates will be awarded to successful candidates on completion of the required combinations of units. Candidates completing one or more units, rather than the full qualification, will receive a Certificate of Unit Credit (CUC).
<table>
<thead>
<tr>
<th>Unit accreditation number</th>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Credit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y/601/7254</td>
<td>001</td>
<td>Skills in health, safety and good housekeeping in the automotive environment</td>
<td>7</td>
</tr>
<tr>
<td>J/601/6262</td>
<td>003</td>
<td>Skills in supporting job roles in the automotive work environment</td>
<td>5</td>
</tr>
<tr>
<td>Y/601/6279</td>
<td>004</td>
<td>Skills in materials, fabrication, tools and measuring devices used in the automotive environment</td>
<td>7</td>
</tr>
<tr>
<td>D/601/6171</td>
<td>051</td>
<td>Knowledge of health, safety and good housekeeping in the automotive environment</td>
<td>3</td>
</tr>
<tr>
<td>T/601/6175</td>
<td>053</td>
<td>Knowledge of support for job roles in the automotive work environment</td>
<td>3</td>
</tr>
<tr>
<td>K/601/6237</td>
<td>054</td>
<td>Knowledge of materials, fabrication, tools and measuring devices used in the automotive environment</td>
<td>4</td>
</tr>
<tr>
<td>K/601/4973</td>
<td>201</td>
<td>Skills required to conduct routine heavy vehicle maintenance</td>
<td>3</td>
</tr>
<tr>
<td>A/601/4976</td>
<td>202</td>
<td>Skills required to remove and replace heavy vehicle engine units and components</td>
<td>5</td>
</tr>
<tr>
<td>F/601/4977</td>
<td>203</td>
<td>Skills required to remove and replace heavy vehicle electrical units and components</td>
<td>5</td>
</tr>
<tr>
<td>L/601/4979</td>
<td>204</td>
<td>Skills required to remove and replace heavy vehicle chassis units and components</td>
<td>5</td>
</tr>
<tr>
<td>J/601/4933</td>
<td>251</td>
<td>Knowledge of conducting routine heavy vehicle maintenance</td>
<td>2</td>
</tr>
<tr>
<td>D/601/4937</td>
<td>252</td>
<td>Knowledge of heavy vehicle engine mechanical, lubrication and cooling system units and components</td>
<td>3</td>
</tr>
<tr>
<td>J/601/4947</td>
<td>253</td>
<td>Knowledge of removing and replacing heavy vehicle electrical units and components</td>
<td>6</td>
</tr>
<tr>
<td>L/601/4951</td>
<td>254</td>
<td>Knowledge of heavy vehicle removing and replacing chassis units and components</td>
<td>6</td>
</tr>
<tr>
<td>F/601/4963</td>
<td>262</td>
<td>Knowledge of heavy vehicle transmission and driveline units and components</td>
<td>6</td>
</tr>
<tr>
<td>T/601/4944</td>
<td>272</td>
<td>Knowledge of heavy vehicle fuel, air supply and exhaust system units and components</td>
<td>3</td>
</tr>
<tr>
<td>Unit accreditation number</td>
<td>City &amp; Guilds unit number</td>
<td>Unit title</td>
<td>Credit value</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Optional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F/601/4980</td>
<td>205</td>
<td>Skills required to inspect heavy vehicles using prescribed methods</td>
<td>2</td>
</tr>
<tr>
<td>J/601/4995</td>
<td>212</td>
<td>Skills required to remove and replace heavy vehicle transmission and driveline units and components</td>
<td>5</td>
</tr>
<tr>
<td>Y/601/4967</td>
<td>255</td>
<td>Knowledge of inspecting heavy vehicles</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Qualification Time**

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

<table>
<thead>
<tr>
<th>Title and level</th>
<th>GLH</th>
<th>TQT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2 Diploma in Heavy Vehicle Maintenance and Repair Principles</td>
<td>645</td>
<td>780</td>
</tr>
</tbody>
</table>
2 Centre requirements

Approval
Centres already approved to offer the Level 2 Certificate/Diploma in Maintenance and Repair - Heavy Vehicle (4101-47) will be automatically approved to register and certificate candidates on the 4290-22 (unless the centre is already subject to sanctions).

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

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

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

Centre staffing
Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:
- be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

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

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

Continuing professional development (CPD)
Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.
**Candidate entry requirements**
City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

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

**Age restrictions**
This qualification is **not** approved for candidates aged 16 years or less.
3 Delivering the qualification

Initial assessment and induction

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

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

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

Support materials

The following resources are available for these qualifications:

<table>
<thead>
<tr>
<th>Description</th>
<th>How to access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre handbook</td>
<td><a href="http://www.cityandguilds.com/automotive">www.cityandguilds.com/automotive</a></td>
</tr>
<tr>
<td>Practical assessment workbook</td>
<td><a href="http://www.cityandguilds.com/automotive">www.cityandguilds.com/automotive</a></td>
</tr>
<tr>
<td>Practical training workbook</td>
<td><a href="http://www.cityandguilds.com/automotive">www.cityandguilds.com/automotive</a></td>
</tr>
</tbody>
</table>
4 Assesment

Assessment of the qualification
City & Guilds has written the following assessments to use with this qualification:

- Assignments (practical assessment workbooks) comprising of practical tasks and knowledge based questions to cover all learning outcomes. Graded Pass only.
- Online multiple choice tests graded as Pass, Merit, Distinction.
- Assignments can be downloaded from www.cityandguilds.com/automotive. These assessments are carried out in centres and must be completed to current industry standards and practice. It is important to note that although the units within these qualifications bear a close relationship to the VCQ units, they do not imply occupational competence.

Time constraints
The following must be applied to the assessment of this qualification:

- Candidates must complete their assessments within their registration period.

Test specifications
Summary test specifications for all 4290 online tests can be found in the Automotive online test specifications document, downloadable from the 4290 website.

<table>
<thead>
<tr>
<th>City &amp; Guilds unit number</th>
<th>Level</th>
<th>Unit title</th>
<th>Credit value</th>
<th>Assessment method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>001</td>
<td>2</td>
<td>Skills in health, safety and good housekeeping in the automotive environment</td>
<td>7</td>
<td>Assignment</td>
</tr>
<tr>
<td>003</td>
<td>3</td>
<td>Skills in supporting job roles in the automotive work environment</td>
<td>5</td>
<td>Assignment</td>
</tr>
<tr>
<td>004</td>
<td>2</td>
<td>Skills in materials, fabrication, tools and measuring devices used in the automotive environment</td>
<td>7</td>
<td>Assignment</td>
</tr>
<tr>
<td>051</td>
<td>2</td>
<td>Knowledge of health, safety and good housekeeping in the automotive environment</td>
<td>3</td>
<td>Assignment</td>
</tr>
<tr>
<td>City &amp; Guilds unit number</td>
<td>Level</td>
<td>Unit title</td>
<td>Credit value</td>
<td>Assessment method</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>053</td>
<td>3</td>
<td>Knowledge of support for job roles in the automotive work environment</td>
<td>3</td>
<td>Assignment</td>
</tr>
<tr>
<td>054</td>
<td>2</td>
<td>Knowledge of materials, fabrication, tools and measuring devices used in the automotive environment</td>
<td>4</td>
<td>Assignment</td>
</tr>
<tr>
<td>201</td>
<td>2</td>
<td>Skills required to conduct routine heavy vehicle maintenance</td>
<td>3</td>
<td>Assignment</td>
</tr>
<tr>
<td>202</td>
<td>2</td>
<td>Skills required to remove and replace heavy vehicle engine units and components</td>
<td>5</td>
<td>Assignment</td>
</tr>
<tr>
<td>203</td>
<td>2</td>
<td>Skills required to remove and replace heavy vehicle electrical units and components</td>
<td>5</td>
<td>Assignment</td>
</tr>
<tr>
<td>204</td>
<td>2</td>
<td>Skills required to remove and replace heavy vehicle chassis units and components</td>
<td>5</td>
<td>Assignment</td>
</tr>
<tr>
<td>251</td>
<td>2</td>
<td>Knowledge of conducting routine heavy vehicle maintenance</td>
<td>2</td>
<td>Multiple choice test</td>
</tr>
<tr>
<td>252</td>
<td>2</td>
<td>Knowledge of heavy vehicle engine mechanical, lubrication and cooling system units and components</td>
<td>3</td>
<td>Multiple choice test</td>
</tr>
<tr>
<td>253</td>
<td>2</td>
<td>Knowledge of removing and replacing heavy vehicle electrical units and components</td>
<td>6</td>
<td>Multiple choice test</td>
</tr>
<tr>
<td>254</td>
<td>2</td>
<td>Knowledge of heavy vehicle removing and replacing chassis units and components</td>
<td>6</td>
<td>Multiple choice test</td>
</tr>
<tr>
<td>262</td>
<td>2</td>
<td>Knowledge of heavy vehicle transmission and driveline units and components</td>
<td>6</td>
<td>Multiple choice test</td>
</tr>
<tr>
<td>272</td>
<td>2</td>
<td>Knowledge of heavy vehicle fuel, air supply and exhaust system units and components</td>
<td>3</td>
<td>Multiple choice test</td>
</tr>
<tr>
<td><strong>Optional</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>205</td>
<td>2</td>
<td>Skills required to inspect heavy vehicles using prescribed methods</td>
<td>2</td>
<td>Assignment</td>
</tr>
<tr>
<td>212</td>
<td>2</td>
<td>Skills required to remove and replace heavy vehicle transmission and driveline units and components</td>
<td>5</td>
<td>Assignment</td>
</tr>
<tr>
<td>255</td>
<td>2</td>
<td>Knowledge of inspecting heavy vehicles</td>
<td>4</td>
<td>Multiple choice test</td>
</tr>
</tbody>
</table>
5 Units

Availability of units

These units each have the following:
- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- unit aim
- relationship to NOS
- learning outcomes which are comprised of a number of assessment criteria
- unit range.

Summary of units

<table>
<thead>
<tr>
<th>City &amp; Guilds unit number</th>
<th>Unit title</th>
<th>Unit accreditation number</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Skills in health, safety and good housekeeping in the automotive environment</td>
<td>Y/601/7254</td>
</tr>
<tr>
<td>003</td>
<td>Skills in supporting job roles in the automotive work environment</td>
<td>J/601/6262</td>
</tr>
<tr>
<td>004</td>
<td>Skills in materials, fabrication, tools and measuring devices used in the automotive environment</td>
<td>Y/601/6279</td>
</tr>
<tr>
<td>051</td>
<td>Knowledge of health, safety and good housekeeping in the automotive environment</td>
<td>D/601/6171</td>
</tr>
<tr>
<td>053</td>
<td>Knowledge of support for job roles in the automotive work environment</td>
<td>T/601/6175</td>
</tr>
<tr>
<td>054</td>
<td>Knowledge of materials, fabrication, tools and measuring devices used in the automotive environment</td>
<td>K/601/6237</td>
</tr>
<tr>
<td>201</td>
<td>Skills required to conduct routine heavy vehicle maintenance</td>
<td>K/601/4973</td>
</tr>
<tr>
<td>202</td>
<td>Skills required to remove and replace heavy vehicle engine units and components</td>
<td>A/601/4976</td>
</tr>
<tr>
<td>203</td>
<td>Skills required to remove and replace heavy vehicle electrical units and components</td>
<td>F/601/4977</td>
</tr>
<tr>
<td>204</td>
<td>Skills required to remove and replace heavy vehicle chassis units and components</td>
<td>L/601/4979</td>
</tr>
<tr>
<td>City &amp; Guilds unit number</td>
<td>Unit title</td>
<td>Unit accreditation number</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>205</td>
<td>Skills required to inspect heavy vehicles using prescribed methods</td>
<td>F/601/4980</td>
</tr>
<tr>
<td>212</td>
<td>Skills required to remove and replace heavy vehicle transmission and driveline units and components</td>
<td>J/601/4995</td>
</tr>
<tr>
<td>251</td>
<td>Knowledge of conducting routine heavy vehicle maintenance</td>
<td>J/601/4933</td>
</tr>
<tr>
<td>252</td>
<td>Knowledge of heavy vehicle engine mechanical, lubrication and cooling system units and components</td>
<td>D/601/4937</td>
</tr>
<tr>
<td>253</td>
<td>Knowledge of removing and replacing heavy vehicle electrical units and components</td>
<td>J/601/4947</td>
</tr>
<tr>
<td>254</td>
<td>Knowledge of heavy vehicle removing and replacing chassis units and components</td>
<td>L/601/4951</td>
</tr>
<tr>
<td>255</td>
<td>Knowledge of inspecting heavy vehicles</td>
<td>Y/601/4967</td>
</tr>
<tr>
<td>262</td>
<td>Knowledge of heavy vehicle transmission and driveline units and components</td>
<td>F/601/4963</td>
</tr>
<tr>
<td>272</td>
<td>Knowledge of heavy vehicle fuel, air supply and exhaust system units and components</td>
<td>T/601/4944</td>
</tr>
</tbody>
</table>
Unit 001  

Skills in health, safety and good housekeeping in the automotive environment

UAN: Y/601/7254  
Level: 2  
Credit value: 7  
GLH: 60  
Relationship to NOS: This unit is linked to G1 Contribute to Housekeeping in Motor Vehicle Environment and G2 Reduce Risks to Health and Safety in the Motor Vehicle Environment.

Assessment requirements specified by a sector or regulatory body: This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.

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

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>be able to use correct personal and vehicle protection within the automotive environment</td>
</tr>
</tbody>
</table>

Assessment criteria

The learner can:
1.1 select and use personal protective equipment throughout activities.  
To include appropriate protection of:
   a. eyes  
   b. ears  
   c. head  
   d. skin  
   e. feet  
   f. hands  
   g. lungs
1.2 select and use vehicle protective equipment throughout all activities.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>be able to carry out effective housekeeping practices in the automotive environment</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

2.1 select and use cleaning equipment which is of the right type and suitable for the task
2.2 use utilities and appropriate consumables, avoiding waste
2.3 use materials and equipment to carry out cleaning and maintenance duties in allocated work areas, following automotive work environment policies, schedules and manufacturers instructions
2.4 perform housekeeping activities safely and in a way which minimises inconvenience to customers and staff
2.5 keep the work area clean and free from debris and waste materials
2.6 keep tools and equipment fit for purpose by regular cleaning and keeping tidy
2.7 dispose of used cleaning agents, waste materials and debris to comply with legal and workplace requirements.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>be able to recognise and deal with dangers in order to work safely within the automotive workplace</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

3.1 name and locate the responsible persons for health and safety in their relevant workplace
3.2 identify and report working practices and hazards which could be harmful to themselves or others
3.3 carry out safe working practices whilst working with equipment, materials and products in the automotive environment
3.4 rectify health and safety risks encountered at work, within the scope and capability of their job role.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>be able to conduct themselves responsibly</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

4.1 show personal conduct in the workplace which does not endanger the health and safety of themselves or others
4.2 display suitable personal presentation at work which ensures the health and safety of themselves and others at work.
Unit 003  
Skills in supporting job roles in the automotive work environment

UAN: J601/6262
Level: 3
Credit value: 5
GLH: 40
Relationship to NOS: This unit is linked to G3 Maintain Working Relationships in the Motor Vehicle Environment.

Assessment requirements specified by a sector or regulatory body: This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.

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

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>be able to work effectively within the organisational structure of the automotive work environment</td>
</tr>
</tbody>
</table>

Assessment criteria
The learner can:
1.1 respond promptly and willingly to requests for assistance from customers and colleagues
1.2 refer customers and colleagues to the correct person should requests fall outside their responsibility and capability.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>be able to obtain and use information in order to support their job role within the automotive work environment</td>
</tr>
</tbody>
</table>

Assessment criteria
The learner can:
2.1 select and use legal and technical information, in an automotive work environment.
### Learning outcome | The learner will:
---|---
3. | be able to communicate with and support colleagues and customers effectively within the automotive work environment

#### Assessment criteria
The learner can:
3.1 | use methods of communication with customers and colleagues which meet their needs
3.2 | give customers and colleagues accurate information
3.3 | make requests for assistance from or to customers and colleagues clearly and courteously.

### Learning outcome | The learner will:
---|---
4. | be able to develop and keep good working relationships in the automotive work environment

#### Assessment criteria
The learner can:
4.1 | contribute to team work by initiating ideas and co-operating with customers and colleagues
4.2 | treat customers and colleagues in a way which shows respect for their views and opinions
4.3 | make and keep achievable commitments to customers and colleagues
4.4 | inform colleagues promptly of anything likely to affect their own work.
Unit 004  
Skills in materials, fabrication, tools and measuring devices used in the automotive environment

**UAN:** Y/601/6279  
**Level:** 2  
**Credit value:** 7  
**GLH:** 60  
**Relationship to NOS:** This unit is linked to G4 Use of hand tools and equipment in motor vehicle engineering.

**Assessment requirements specified by a sector or regulatory body:**
This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.

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

**Learning outcome** | **The learner will:**
---|---
1. | be able to select, maintain and use hand tools and measuring devices in the automotive environment

**Assessment criteria**
The learner can:

<p>| 1.1 | select, maintain and use suitable hand tools safely when fabricating and fitting in the automotive workplace |
| 1.2 | select, maintain and use suitable measuring devices safely when fabricating and fitting in the automotive environment |
| 1.3 | select, maintain and use suitable PPE for fabrication, repair and fitting in the automotive environment |
| 1.4 | select, maintain and use suitable electrical measuring tools safely when repairing vehicles and components. |</p>
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>be able to prepare and use common workshop equipment</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

- **2.1** use suitably maintained workshop equipment safely
- **2.2** use correct interpretation of ‘safe working load’ on lifting and supporting equipment
- **2.3** report any faulty or damaged tools and equipment to the relevant persons clearly and promptly
- **2.4** store work tools and equipment in a safe manner which permits ease of access and identification for use.

---

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>be able to select materials when fabricating, modifying and repairing vehicles and fitting components</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

- **3.1** select and use appropriate materials whilst constructing, fitting, modifying or repairing vehicles and components.

---

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>be able to apply automotive engineering, fabrication and fitting principles when modifying and repairing vehicles and components</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

- **4.1** use correct procedures when:
  - a. filing
  - b. tapping threads
  - c. cutting plastics and metals
  - d. drilling plastics and metals
  - e. fitting
- **4.2** use appropriate techniques when fabricating, repairing and modifying vehicles and components
- **4.3** select and use:
  - a. gaskets
  - b. seals
  - c. sealants
  - d. fittings and fasteners
- **4.4** apply modification and repair techniques to automotive electrical circuits
- **4.5** select and use locking, fixing and fastening devices.
Unit 051  Knowledge of health, safety and good housekeeping in the automotive environment

UAN: D/601/6171
Level: 2
Credit value: 3
GLH: 30

Relationship to NOS: This unit is linked to G1 Contribute to Housekeeping in Motor Vehicle Environment and G2 Reduce Risks to Health and Safety in the Motor Vehicle Environment.

Assessment requirements specified by a sector or regulatory body: This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.

Aim: This unit enables the learner to develop an understanding of:
- routine maintenance and cleaning of the automotive environment and using resources economically
- health and safety legislation and duties of everyone in the motor vehicle environment.

It will provide an appreciation of significant risks in the automotive environment and how to identify and deal with them. Once completed the learner will be able to identify hazards and evaluate and reduce risk.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>understand the correct personal and vehicle protective equipment to be used within the automotive environment</td>
</tr>
</tbody>
</table>

Assessment criteria

The learner can:
1.1 explain the importance of wearing the types of PPE required for a range automotive repair activities
1.2 identify vehicle protective equipment for a range of repair activities
1.3 describe vehicle and personal safety considerations when working at the roadside.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>understand effective housekeeping practices in the automotive environment</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

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

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>understand key health and safety requirements relevant to the automotive environment</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

- **3.1** list the main legislation relating to automotive environment health and safety
- **3.2** describe the general legal duties of employers and employees required by current health and safety legislation
- **3.3** describe key, current health and safety requirements relating to the automotive environment
- **3.4** describe why workplace policies and procedures relating to health and safety are important.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>understand about hazards and potential risks relevant to the automotive environment</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

- **4.1** identify key hazards and risks in an automotive environment
- **4.2** describe policies and procedures for reporting hazards, risks, health and safety matters in the automotive environment
- **4.3** state precautions and procedures which need to be taken when working with vehicles, associated materials, tools and equipment
- **4.4** identify fire extinguishers in common use and which types of fire they should be used on
- **4.5** identify key warning signs and their characteristics that are found in the vehicle repair environment
- **4.6** state the meaning of common product warning labels used in an automotive environment.
<table>
<thead>
<tr>
<th><strong>Learning outcome</strong></th>
<th><strong>The learner will:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>understand personal responsibilities</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>explain the importance of personal conduct in maintaining the health and safety of the individual and others</td>
</tr>
<tr>
<td>5.2</td>
<td>explain the importance of personal presentation in maintaining health safety and welfare.</td>
</tr>
</tbody>
</table>
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 eg grease, oils, split pins, locking and fastening devices etc.

**Requirement to maintain work area effectively**

a. Cleaning tools and equipment to maximise workplace efficiency.

b. Requirement to carry out the housekeeping activities safely and in a way that minimises inconvenience to customers and staff.

c. Risks involved when using solvents and detergents.

d. Advantages of good housekeeping.

**Spillages, leaks and waste materials**

a. Relevance of safe systems of work to the storage and disposal of waste materials.

b. Requirement to store and dispose of waste, used materials and debris correctly.

c. Safe disposal of special / hazardous waste materials.

d. Advantages of recycling waste materials.

e. Dealing with spillages and leaks.

**Basic legislative requirements**

a. Provision And Use of Work Equipment Regulations 1992

b. Power Presses Regulations 1992

c. Pressure Systems and Transportable Gas Containers Regulations 1989

d. Electricity at Work Regulations 1989

e. Noise at Work Regulations 1989


g. Health and Safety (Display Screen Equipment) Regulations 1992

h. Abrasive Wheel Regulations

i. Safe Working Loads

j. Working at Height Regulations

**Routine maintenance of the workplace**

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

Legislation relevant to health and safety
a. HASAWA
b. COSHH
c. EPA
e. PPE 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.
d. Unserviceable PPE.
e. PPE required for a range automotive repair activities. To include appropriate protection of:
   i. eyes
   ii. ears
   iii. head
   iv. skin
   v. feet
   vi. hands
   vii. lungs.

**Fire and extinguishers**
a. Classification of fire types.
b. Using a fire extinguisher effectively.
c. Types of extinguishers:
   i. foam
   ii. dry powder
   iii. CO2
   iv. water
   v. fire blanket.

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

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

**Product warning labels to include:**

a. Reasons for placing warning labels on containers.
b. Warning labels in common use:
   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 the work premises
ix. working by the roadside
x. vehicle recovery.
c. The employee’s responsibilities in identifying and reporting risks within their working environment.
d. The method of reporting risks that are outside own limits of authority.
e. Potential causes of:
i. fire
  ii. explosion
  iii. noise
  iv. harmful fumes
  v. slips
  vi. trips
  vii. falling objects
  viii. accidents whilst dealing with broken down vehicles.

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

Action to be taken in the event of colleagues suffering accidents
a. The typical sequence of events following the discovery of an accident such as:
i. make the area safe
  ii. remove hazards if appropriate i.e. switch off power
  iii. administer minor first aid
  iv. take appropriate action to re-assure the injured party
  v. raise the alarm
  vi. get help
  vii. report on the accident.
b. Typical examples of first aid which can be administered by persons at the scene of an accident:
i. check for consciousness
  ii. stem bleeding
  iii. keep the injured person’s airways free
  iv. place in the recovery position if injured person is unconscious
  v. issue plasters for minor cuts
  vi. action to prevent shock i.e. keep the injured party warm
  vii. administer water for minor burns or chemical injuries
  viii. wash eyes with water to remove dust or ingress of chemicals (battery acid)
  ix. need to seek professional help for serious injuries.
c. Examples of bad practice which may result in further injury such as:
i. moving the injured party
ii. removing foreign objects from wounds or eyes
iii. inducing vomiting
iv. straightening deformed limbs.
Unit 053  Knowledge of support for job roles in the automotive work environment

UAN: T/601/6175
Level: 3
Credit value: 3
GLH: 20
Relationship to NOS: This unit is linked to G3 Maintain Working Relationships in the Motor Vehicle Environment.

Assessment requirements specified by a sector or regulatory body: This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.

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

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>understand key organisational structures, functions and roles within the automotive work environment</td>
</tr>
</tbody>
</table>

Assessment criteria

The learner can:
1.1 identify the purpose of different sections of a typical automotive work environment
1.2 explain organisational structures and lines of communication within the automotive work environment
1.3 explain levels of responsibility within specific job roles in an automotive workplace, to include:
  a. trainee
  b. skilled technician
  c. supervisor
  d. manager.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>understand the importance of obtaining, interpreting and using information in order to support their job role within the automotive work environment</td>
</tr>
</tbody>
</table>

Assessment criteria

The learner can:
2.1 explain the importance of different sources of information in an automotive work environment
2.2 explain how to find, interpret and use relevant sources of information
2.3 describe the main legal requirements relating to the vehicle, including road safety requirements
2.4 explain the importance of working to recognised procedures and processes
2.5 explain when replacement units and components must meet the manufacturers’ original equipment specification
2.6 explain the purpose of how to use identification codes.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>understand the importance of different types of communication within the automotive work environment</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

3.1 explain where different methods of communication would be used within the automotive environment
3.2 explain the factors which can determine their choice of communication
3.3 explain how the communication of information can change with the target audience to include uninformed and informed people.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>understand communication requirements when carrying out vehicle repairs in the automotive work environment</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

4.1 explain how to report using written and verbal communication
4.2 explain the importance of documenting information relating to work carried out in the automotive environment
4.3 explain the importance of working to agreed timescales.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>understand how to develop good working relationships with colleagues and customers in the automotive workplace</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

5.1 describe how to develop positive working relationships with colleagues and customers
5.2 explain the importance of developing positive working relationships
5.3 explain the importance of accepting other peoples’ views and opinions
5.4 explain the importance of making and honouring realistic commitments to colleagues and customers.
Unit 053  Knowledge of support for job roles in the automotive work environment

Supporting information

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 structure of a typical vehicle repair business

a. How these areas relate to each other within the business:
   i. body shop
   ii. vehicle repair workshop
   iii. paint shop
   iv. valeting
   v. vehicle parts store
   vi. main office
   vii. vehicle sales
   viii. reception.

Sources of information:

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

Communication requirements when carrying out vehicle repairs

a. Locating and using correct documentation and information for:
   i. recording vehicle maintenance and repairs
   ii. vehicle specifications
   iii. component specifications
   iv. oil and fluid specifications
   v. equipment and tools
   vi. identification codes.

b. Procedures for:
   i. referral of problems
   ii. reporting delays
   iii. additional work identified during repair or maintenance
   iv. keeping others informed of progress.

Methods of communication:

i. verbal
ii. signs and notices
iii. memos
iv. telephone  
v. electronic mail  
vi. vehicle job card  
vii. notice boards  
viii. SMS text messaging  
ix. letters.

d. Organisational and customer requirements:  
i. importance of time scales to customer and organization  
ii. relationship between time and costs  
iii. meaning of profit.

e. Choice of communication  
i. distance  
ii. location  
iii. job responsibility.

f. Importance of maintaining positive working relationships:  
i. morale  
ii. productivity  
iii. company image  
iv. customer relationships  
v. colleagues.
Unit 054 Knowledge of materials, fabrication, tools and measuring devices used in the automotive environment

<table>
<thead>
<tr>
<th>UAN:</th>
<th>K/601/6237</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>4</td>
</tr>
<tr>
<td>GLH:</td>
<td>40</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>This unit is linked to G4 Use of hand tools and equipment in Motor Vehicle Engineering.</td>
</tr>
<tr>
<td>Assessment requirements specified by a sector or regulatory body:</td>
<td>This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.</td>
</tr>
<tr>
<td>Aim:</td>
<td>This unit enables the learner to develop an understanding of:</td>
</tr>
<tr>
<td></td>
<td>- the correct selection, care and use of key hand tools and measuring devices for modification, fabrication and repair in the automotive environment</td>
</tr>
<tr>
<td></td>
<td>- the correct preparation and use of common automotive environment equipment</td>
</tr>
<tr>
<td></td>
<td>- the correct selection and fabrication of materials used when modifying and repairing</td>
</tr>
<tr>
<td></td>
<td>- the correct application of automotive engineering fabrication and fitting principles.</td>
</tr>
</tbody>
</table>

**Learning outcome** | **The learner will:**
--- | ---
1. | understand how to select, use and care for hand tools and measuring devices in the automotive environment

**Assessment criteria**
The learner can:

| 1.1 | identify and explain the use of common types of hand tools used for fabricating and fitting in the automotive environment |
| 1.2 | identify and explain the use of common measuring devices used for fabrication and fitting in the automotive environment |
| 1.3 | describe, within the scope of their responsibilities, how to select, prepare and maintain hand tools, measuring devices and PPE used for fabrication, repair and fitting in the automotive environment |
1.4 state the limitations of common hand tools and measuring devices used for fabricating, repair and fitting in the automotive workplace
1.5 explain how common hand tools and measuring devices used for fabricating, repair and fitting in the automotive environment should be stored and maintained
1.6 identify common electrical measuring tools used in the repair of vehicles and components
1.7 explain the preparation and safe and correct use of common electrical tools when measuring voltage, current and resistance.

Learning outcome | The learner will:
2. understand how to prepare and use common workshop equipment

Assessment criteria
The learner can:
2.1 describe the preparation and safe use of workshop equipment
2.2 explain the term: safe working load.

Learning outcome | The learner will:
3. understand how to select materials when fabricating, modifying and repairing vehicles and fitting components

Assessment criteria
The learner can:
3.1 describe the properties, application and limitations of ferrous and non-ferrous metals, including their safe use
3.2 describe the properties, application and limitations of common non-metallic materials, including their safe use
3.3 define common terms relating to the properties of materials.

Learning outcome | The learner will:
4. understand how to apply automotive engineering, fabrication and fitting principles when modifying and repairing vehicles and components

Assessment criteria
The learner can:
4.1 describe how to tap threads, file, cut and drill plastics and metals when modifying or repairing vehicles
4.2 describe how to measure, mark out, shape and join materials when fabricating
4.3 describe the selection and fitting procedures of the following:
   a. gaskets and seals
   b. sealants and adhesives
   c. fittings and fasteners
   d. electrical circuit components
4.4 identify locking, fastening and fixing devices
4.5 state the importance of correct operating specifications for limits, fits and tolerances in the automotive environment.
Unit 054 Knowledge of materials, fabrication, tools and measuring devices used in the automotive environment

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.

**Handtools** to include:
- files
- hacksaws and snips
- hammers
- screwdrivers
- pliers
- spanners
- sockets
- punches
- types of drill and drill bits
- taps and dies
- stud removers
- marking out tools.

**Common measuring devices used for fabrication and fitting** in the automotive workplace To include:
- rule or tape
- callipers
- feeler gauge
- volume measures
- micrometer
- dial gauges
- torque wrenches
- depth gauges.

**Common electrical measuring tools** used in the repair of vehicles and components. To include:
- ammeter
- voltmeter
- ohmmeter
- multi-meter.

**Common electrical terms when measuring**:
- 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.

The 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.
# Unit 201

**Skills required to conduct routine heavy vehicle maintenance**

<table>
<thead>
<tr>
<th>UAN:</th>
<th>K/601/4973</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>3</td>
</tr>
<tr>
<td>GLH:</td>
<td>20</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>This unit is linked to HV01 Carry Out Routine Motor Vehicle Maintenance.</td>
</tr>
<tr>
<td>Assessment requirements specified by a sector or regulatory body:</td>
<td>This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.</td>
</tr>
</tbody>
</table>

**Aim:**

This unit allows the learner to demonstrate they can carry out heavy vehicle routine maintenance, adjustments and replacement activities as part of the periodic servicing of vehicles.

## Learning outcome

<table>
<thead>
<tr>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. be able to work safely when carrying out heavy vehicle routine maintenance</td>
</tr>
</tbody>
</table>

## Assessment criteria

The learner can:

1.1 use suitable personal protective equipment and vehicle coverings throughout when carrying out heavy vehicle routine maintenance

1.2 work in a way which minimises the risk of damage or injury to the vehicle, people and the environment.

## Learning outcome

<table>
<thead>
<tr>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. be able to use relevant information to carry out the task</td>
</tr>
</tbody>
</table>

## Assessment criteria

The learner can:

2.1 select suitable sources of technical information to support heavy vehicle routine maintenance activities including:

a. vehicle technical data  
b. maintenance procedures  
c. legal requirements

2.2 use technical information to support heavy vehicle inspection activities.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>be able to use appropriate tools and equipment</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

3.1 select the appropriate tools and equipment necessary for carrying out routine maintenance
3.2 ensure that equipment has been calibrated to meet manufacturers’ and legal requirements
3.3 use the tools and equipment in the way specified by manufacturers when carrying out routine maintenance.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>be able to carry out heavy vehicle routine maintenance</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

4.1 carry out heavy vehicle maintenance using prescribed methods, adhering to the correct specifications and tolerances for the vehicle and following:
   a. the manufacturer’s approved inspection methods
   b. recognised researched inspection methods
   c. health and safety requirements
4.2 carry out adjustments, replacement of vehicle components and replenishment of consumable materials following the manufacturer’s current specification for:
   a. the particular service interval
   b. working methods and procedures
   c. use of equipment
   d. the tolerances for the vehicle
4.3 ensure the examination methods identify accurately any vehicle system and or component problems falling outside the maintenance schedule are specified
4.4 ensure that the vehicle conforms to the vehicle operating specification and any legal requirements
4.5 ensure any comparison of the vehicle against specification accurately identifies any:
   a. differences from the vehicle specification
   b. vehicle appearance and condition faults
4.6 use suitable testing methods to evaluate the performance of all replaced and adjusted components and systems accurately.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>be able to record information and make suitable recommendations</td>
</tr>
</tbody>
</table>

**Assessment criteria**

<table>
<thead>
<tr>
<th>The learner can:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required</td>
</tr>
<tr>
<td>5.2</td>
<td>make suitable and justifiable recommendations for cost effective repairs</td>
</tr>
<tr>
<td>5.3</td>
<td>record and report any additional faults noticed during the course of their work promptly in the format required.</td>
</tr>
</tbody>
</table>
Unit 202  Skills required to remove and replace heavy vehicle engine units and components

UAN: A/601/4976
Level: 2
Credit value: 5
GLH: 45
Relationship to NOS: This unit is linked to HV02 Remove and Replace Motor Vehicle Engine Units and Components.

Assessment requirements specified by a sector or regulatory body: This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.

Aim: This unit allows the learner to develop the skills to remove and replace heavy vehicle engine system components. It also covers the evaluation of performance of the replaced units and systems.

Learning outcome | The learner will:
--- | ---
1. | be able to work safely when carrying out removal and replacement activities

Assessment criteria
The learner can:
1.1 use suitable personal protective equipment and vehicle coverings when working on heavy vehicle engine units
1.2 work in a way which minimises the risk of damage or injury to the vehicle, people and the environment.

Learning outcome | The learner will:
--- | ---
2. | be able to use relevant information to carry out the task

Assessment criteria
The learner can:
2.1 select suitable sources of technical information to support heavy vehicle engine unit and component removal and replacement activities including:
   a. vehicle technical data
   b. removal and replacement procedures
   c. legal requirements
2.2 use technical information to support heavy vehicle engine unit and component removal and replacement activities.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>be able to use appropriate tools and equipment</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

3.1 select the appropriate tools and equipment necessary for removal and replacement of heavy vehicle engine systems
3.2 ensure that equipment has been calibrated to meet manufacturers’ and legal requirements
3.3 use the tools and equipment in the way specified by manufacturers to remove and replace heavy vehicle engine systems.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>be able to carry out removal and replacement of heavy vehicle engine units and components</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

4.1 remove and replace the heavy vehicle's engine systems and components, adhering to the specifications and tolerances for the vehicle and following:
   a. the manufacturer's approved removal and replacement methods
   b. recognised researched repair methods
   c. health and safety requirements
4.2 ensure that replaced heavy vehicle engine units and components conform to the vehicle operating specification and any legal requirements
4.3 use suitable testing methods to evaluate the performance of the reassembled system
4.4 ensure that the reassembled heavy vehicle engine systems perform to the vehicle operating specification and meets any legal requirements.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>be able to record information and make suitable recommendations</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

5.1 produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required
5.2 make suitable and justifiable recommendations for cost effective repairs
5.3 record and report any additional faults noticed during the course of their work promptly in the format required.
Unit 203  
Skills required to remove and replace heavy vehicle electrical units and components

<table>
<thead>
<tr>
<th>UAN:</th>
<th>F/601/4977</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>5</td>
</tr>
<tr>
<td>GLH:</td>
<td>45</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>This unit is linked to HV03 Remove and Replace Commercial Motor Vehicle Electrical Auxiliary Units and Components.</td>
</tr>
<tr>
<td>Assessment requirements specified by a sector or regulatory body:</td>
<td>This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.</td>
</tr>
</tbody>
</table>

**Aim:**
This unit allows the learner to develop the skills to remove and replace motor vehicle electrical system components. It also covers the evaluation of performance of the replaced units and systems.

**Learning outcome:**
1. be able to work safely when carrying out removal and replacement activities

**Assessment criteria**
The learner can:
1.1 use suitable personal protective equipment and vehicle coverings when working on heavy vehicle electrical systems and components
1.2 work in a way which minimises the risk of damage or injury to the vehicle, people and the environment.

**Learning outcome:**
2. be able to use relevant information to carry out the task

**Assessment criteria**
The learner can:
2.1 select suitable sources of technical information to support heavy vehicle electrical unit and component removal and replacement activities including:
   a. vehicle technical data
   b. removal and replacement procedures
   c. legal requirements
2.2 Use technical information to support heavy vehicle electrical unit and component removal and replacement activities.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>be able to use appropriate tools and equipment</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

- 3.1 select the appropriate tools and equipment necessary for removal and replacement of motor vehicle electrical systems components
- 3.2 ensure that equipment has been calibrated to meet manufacturers’ and legal requirements
- 3.3 use the tools and equipment in the way specified by manufacturers to remove and replace motor vehicle electrical systems.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>be able to carry out removal and replacement of heavy vehicle electrical units and components</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

- 4.1 remove and replace the motor vehicle's electrical systems and components, adhering to the specifications and tolerances for the vehicle and following:
  - a. the manufacturer’s approved removal and replacement methods
  - b. recognised researched repair methods
  - c. health and safety requirements
- 4.2 ensure that replaced motor vehicle electrical units and components conform to the vehicle operating specification and any legal requirements
- 4.3 use suitable testing methods to evaluate the performance of the reassembled system
- 4.4 ensure that the reassembled motor vehicle electrical systems perform to the vehicle operating specification and meets any legal requirements.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>be able to record information and make suitable recommendations</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

- 5.1 produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required
- 5.2 make suitable and justifiable recommendations for cost effective repairs
- 5.3 record and report any additional faults noticed during the course of their work promptly in the format required.
## Unit 204

**Skills required to remove and replace heavy vehicle chassis units and components**

<table>
<thead>
<tr>
<th>UAN:</th>
<th>L/601/4979</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>5</td>
</tr>
<tr>
<td>GLH:</td>
<td>45</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>This unit is linked to HV04 Remove and Replace Commercial Motor Vehicle Chassis Units and Components.</td>
</tr>
<tr>
<td>Assessment requirements specified by a sector or regulatory body:</td>
<td>This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.</td>
</tr>
</tbody>
</table>

**Aim:**
This unit allows the learner to develop the skills to remove and replace heavy vehicle steering, suspension and braking units (including wheels and tyres). It also covers the evaluation of performance of the replaced units and systems.

**Learning outcome** | **The learner will:**
--- | ---
1. | be able to work safely when carrying out removal and replacement activities

**Assessment criteria**
The learner can:
1.1 | use suitable personal protective equipment and vehicle coverings when working on heavy vehicle chassis systems and components
1.2 | work in a way which minimises the risk of damage or injury to the vehicle, people and the environment.

**Learning outcome** | **The learner will:**
--- | ---
2. | be able to use relevant information to carry out the task

**Assessment criteria**
The learner can:
2.1 | select suitable sources of technical information to support heavy vehicle chassis unit and component removal and replacement activities including:
   a. | vehicle technical data
   b. | removal and replacement procedures
   c. | legal requirements
2.2 use technical information to support heavy vehicle chassis unit and component removal and replacement activities.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>be able to use appropriate tools and equipment</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

3.1 select the appropriate tools and equipment necessary for removal and replacement of heavy vehicle chassis systems

3.2 ensure that equipment has been calibrated to meet manufacturers’ and legal requirements

3.3 use the tools and equipment in the way specified by manufacturers to remove and replace heavy vehicle chassis systems.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>be able to carry out removal and replacement of heavy vehicle chassis units and components</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

4.1 remove and replace the heavy vehicle's chassis systems and components, adhering to the correct specifications and tolerances for the vehicle and following:
   a. the manufacturer’s approved removal and replacement methods
   b. recognised researched repair methods
   c. health and safety requirements

4.2 ensure that replaced heavy vehicle chassis units and components conform to the vehicle operating specification and any legal requirements

4.3 use suitable testing methods to evaluate the performance of the reassembled system

4.4 ensure that the reassembled heavy vehicle chassis system performs to the vehicle operating specification and meets any legal requirements.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>be able to record information and make suitable recommendations</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

5.1 produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required

5.2 make suitable and justifiable recommendations for cost effective repairs

5.3 record and report any additional faults noticed during the course of their work promptly in the format required.
Unit 205  
Skills required to inspect heavy vehicles using prescribed methods

<table>
<thead>
<tr>
<th>UAN:</th>
<th>F/601/4980</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>2</td>
</tr>
<tr>
<td>GLH:</td>
<td>20</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>This unit is linked to HV05 Conduct Pre and Post Work Motor Vehicle Inspections.</td>
</tr>
<tr>
<td>Assessment requirements specified by a sector or regulatory body:</td>
<td>This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.</td>
</tr>
</tbody>
</table>

**Aim:**  
This unit allows the learner to develop the skills required to carry out a range of inspections on heavy vehicles using a variety of prescribed testing and inspection methods.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>be able to work safely when carrying out heavy vehicle inspections using prescribed methods</td>
</tr>
</tbody>
</table>

**Assessment criteria**  
The learner can:  
1.1 use suitable personal protective equipment and vehicle coverings when carrying out heavy vehicle inspections using prescribed methods  
1.2 work in a way which minimises the risk of damage or injury to the motorcycle, people and the environment.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>be able to use relevant information to carry out the task</td>
</tr>
</tbody>
</table>

**Assessment criteria**  
The learner can:  
2.1 select suitable sources of technical information to support heavy vehicle inspection activities including:  
a. vehicle technical data  
b. inspection procedures  
c. legal requirements  
2.2 use technical information to support heavy vehicle inspection activities.
### Learning outcome  | The learner will:
--- | ---
3. | be able to use appropriate tools and equipment

### Assessment criteria

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 3.1 | select the appropriate tools and equipment necessary for carrying out a range of inspections on heavy vehicle systems including:  
|    | a. pre-delivery and pre-purchase  
|    | b. daily vehicle checks  
|    | c. pre and post rental inspections  
| 3.2 | ensure that equipment has been calibrated to meet manufacturers’ and legal requirements  
| 3.3 | use the tools and equipment in the way specified by manufacturers when carrying out a range of inspections on heavy vehicle systems.

### Learning outcome  | The learner will:
--- | ---
4. | be able to carry out heavy vehicle inspections using prescribed methods

### Assessment criteria

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 4.1 | carry out heavy vehicle inspections using prescribed methods, adhering to the specifications and tolerances for the vehicle and following:  
|    | a. the manufacturer’s approved inspection methods  
|    | b. recognised researched inspection methods  
|    | c. health and safety requirements  
|    | d. prescribed documentation  
| 4.2 | ensure that the inspected heavy vehicle conforms to the vehicle operating specification and any legal requirements  
| 4.3 | ensure any comparison of the vehicle against specification accurately identifies any:  
|    | a. differences from the vehicle specification  
|    | b. vehicle appearance and condition faults  
| 4.4 | use suitable testing methods to evaluate the performance of the inspected systems.

### Learning outcome  | The learner will:
--- | ---
5. | be able to record information and make suitable recommendations

### Assessment criteria

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 5.1 | produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required  
| 5.2 | make suitable and justifiable recommendations for cost effective repairs  
| 5.3 | record and report any additional faults noticed during the course of their work promptly in the format required.  

### Unit 212
Skills required to remove and replace heavy vehicle transmission and driveline units and components

<table>
<thead>
<tr>
<th>UAN:</th>
<th>J/601/4995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>45</td>
</tr>
<tr>
<td>GLH:</td>
<td>5</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>This unit is linked to HV12 Remove and Replace Commercial Motor Vehicle Transmission and Driveline Units and Components</td>
</tr>
</tbody>
</table>

### Assessment requirements specified by a sector or regulatory body:
This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.

### Aim:
This unit allows the learner to develop the skills required to remove and replace heavy vehicle transmission and driveline units. It also covers the evaluation of performance of the replaced units and systems.

### Learning outcome | The learner will:
--- | ---
1. | be able to work safely when carrying out heavy vehicle transmission and driveline system component removal and replacement activities

### Assessment criteria
The learner can:

1.1 | use suitable personal protective equipment and vehicle coverings throughout when working on heavy vehicle transmission and driveline systems
1.2 | work in a way which minimises the risk of damage or injury to the vehicle, people and the environment.

### Learning outcome | The learner will:
--- | ---
2. | be able to use relevant information to carry out the task

### Assessment criteria
The learner can:

2.1 | select suitable sources of technical information to support heavy component removal and replacement activities including:
   a. | vehicle technical data
   b. | removal and replacement procedures
2.2 Use technical information to support heavy component removal and replacement activities.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>be able to use appropriate tools and equipment</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

| 3.1              | select the appropriate tools and equipment necessary for removal and replacement of heavy vehicle transmission and driveline systems |
| 3.2              | ensure that equipment has been calibrated to meet manufacturers’ and legal requirements |
| 3.3              | use the tools and equipment in the way specified by manufacturers to remove and replace heavy vehicle transmission and driveline systems. |

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>be able to carry out removal and replacement of heavy vehicle transmission and driveline units and components</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

| 4.1              | remove and replace the heavy vehicle's transmission and driveline systems and components, adhering to the specifications and tolerances for the vehicle and following: |
|                 | a. the manufacturer's approved removal and replacement methods |
|                 | b. recognised researched repair methods |
|                 | c. health and safety requirements |
| 4.2              | ensure that replaced heavy vehicle transmission and driveline units and components conform to the vehicle operating specification and any legal requirements |
| 4.3              | use suitable testing methods to evaluate the performance of the reassembled system |
| 4.4              | ensure that the reassembled heavy vehicle transmission and driveline system performs to the vehicle operating specification and meets any legal requirements. |

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>be able to record information and make suitable recommendations</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

| 5.1              | produce work records that are accurate, complete and passed to the relevant person(s) promptly in the format required |
| 5.2              | make suitable and justifiable recommendations for cost effective repairs |
| 5.3              | record and report any additional faults noticed during the course of their work promptly in the format required. |
Unit 251  
Knowledge of conducting routine heavy vehicle maintenance

UAN: J/601/4933  
Level: 2  
Credit value: 2  
GLH: 20  
Relationship to NOS: This unit is linked to HV01 Carry Out Routine Motor Vehicle Maintenance.

Assessment requirements specified by a sector or regulatory body: This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.

Aim: This unit enables the learner to develop an understanding of conducting routine maintenance, adjustment and replacement activities as part of the periodic servicing of heavy vehicles.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>understand how to carry out routine heavy vehicle maintenance</td>
</tr>
</tbody>
</table>

Assessment criteria
The learner can:
1.1 explain how to conduct a scheduled heavy vehicle routine examination and assessment against the vehicle manufacturers specification
1.2 identify the assessment methods used to check for conformity
1.3 identify the different systems to be inspected while carrying out heavy vehicle routine maintenance
1.4 describe the procedures used for checking the condition and serviceability of heavy vehicle units and components
1.5 describe the procedures for checking and replenishing fluid levels
1.6 describe the procedures for the replacement of lubricants and fluids
1.7 identify adjustments that need to be carried out on a heavy vehicle routine maintenance
1.8 explain the procedure for reporting cosmetic damage to vehicle components and units outside normal service items
1.9 identify the operating specifications for the systems being checked while carrying out heavy vehicle routine maintenance.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>understand the legal requirements applicable to carrying out heavy vehicle maintenance</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

2.1 describe the requirements of heavy vehicle maintenance arrangements as part of the Operator Licence criteria

2.2 describe the legal requirement relating to the retention of heavy vehicle maintenance records.
Unit 251  Knowledge of conducting routine heavy vehicle maintenance

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.

Vehicle maintenance, adjustment and record findings

a. Vehicle inspection techniques used in routine maintenance including:
   1. aural
   2. visual and functional assessments on:
      i. engine systems
      ii. chassis systems
      iii. wheels and tyres
      iv. transmission system
      v. electrical and electronic systems
      vi. exterior vehicle body
      vii. 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. 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 where applicable:
   i. oil (engine, gearbox, final drive, hub reduction)
   ii. water (coolant and screenwash)
   iii. hydraulic fluids (brake and clutch)
   iv. engine emission additives (Urea)
   v. pneumatic systems.

e. Procedures for replacement of lubricants and filters to include chassis systems:
i. replace oil filters
ii. types of oil
iii. cleanliness
iv. 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. legal requirements as applicable.

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. interior floor protection.

**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 basic checks of vehicle following routine maintenance:
   i. removal of oil and grease marks
   ii. body panels
   iii. paint surfaces
   iv. seats
   v. interior floor protection
   vi. re-instatement of components.
Unit 252  Knowledge of heavy vehicle engine mechanical, lubrication and cooling system units and components

<table>
<thead>
<tr>
<th>UAN:</th>
<th>D/601/4937</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>3</td>
</tr>
<tr>
<td>GLH:</td>
<td>20</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>This unit is linked to HV02 Remove and Replace Motor Vehicle Engine Units and Components.</td>
</tr>
<tr>
<td>Assessment requirements specified by a sector or regulatory body:</td>
<td>This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.</td>
</tr>
<tr>
<td>Aim:</td>
<td>This unit enables the learner to develop an understanding of the construction and operation of common engine mechanical, lubrication and cooling systems. It also covers the procedures involved in the removal and replacement of system components and the evaluation of their performance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>understand how the main heavy vehicle engine mechanical systems operate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner can:</td>
</tr>
<tr>
<td>1.1</td>
</tr>
<tr>
<td>1.2</td>
</tr>
<tr>
<td>1.3</td>
</tr>
<tr>
<td>1.4</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1.5</td>
</tr>
</tbody>
</table>
Learning outcome | The learner will:
--- | ---
2. understand how heavy vehicle engine lubrication systems operate

Assessment criteria

The learner can:
2.1 identify heavy vehicle engine lubrication system components
2.2 describe the construction and operation of heavy vehicle engine lubrication system components
2.3 compare key heavy vehicle engine lubrication system components and assemblies to identify differences in construction and operation
2.4 identify the key engineering principles that are related to heavy vehicle engine lubrication systems:
   a. classification of lubricants
   b. properties of lubricants
   c. methods of reducing friction
2.5 state common terms used in heavy vehicle engine lubrication system design.

Learning outcome | The learner will:
--- | ---
3. understand how heavy vehicle engine cooling, heating and ventilation systems operate

Assessment criteria

The learner can:
3.1 identify heavy vehicle engine cooling, heating and ventilation system components
3.2 describe the construction and operation of heavy vehicle engine cooling, heating and ventilation systems
3.3 compare key heavy vehicle engine cooling, heating and ventilation system components and assemblies against alternatives to identify differences in construction and operation
3.4 identify the key engineering principles that are related to heavy vehicle engine cooling, heating and ventilation systems
   a. heat transfer
   b. linear and cubical expansion
   c. specific heat capacity
   d. boiling point of liquids
3.5 state common terms used in key heavy vehicle engine cooling, heating and ventilation system design.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>understand how to check, replace and test engine mechanical, lubrication and cooling systems system units and components</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>describe how to remove and replace engine mechanical, lubrication and cooling system units and components</td>
</tr>
<tr>
<td>4.2</td>
<td>describe common types of testing methods used to check the operation of engine mechanical, lubrication and cooling systems and their purpose</td>
</tr>
<tr>
<td>4.3</td>
<td>describe how to test and evaluate the performance of replacement units against vehicle specification</td>
</tr>
<tr>
<td>4.4</td>
<td>identify common faults found in heavy vehicle engine mechanical, lubrication and cooling systems and their causes.</td>
</tr>
</tbody>
</table>
Unit 252 Knowledge of heavy vehicle engine mechanical, lubrication and cooling system units and components

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.

Engines
a. Engine types and configurations:
   i. inline
   ii. flat
   iii. vee
   iv. four-stroke cycle for compression ignition engines
   v. naturally aspirated, turbo-charged and turbo-charged aftercooled engines
   vi. alternative fuel engines
   vii. hybrid arrangements where applicable.
b. Key engineering principles related to engine mechanical systems
   i. compression ratios
   ii. volumetric efficiency
   iii. cylinder capacity
   iv. power
   v. torque
c. Terms used in engine mechanical systems
   i. tdc
   ii. bdc
   iii. stroke
   iv. bore.
d. Relative advantages and disadvantages of different engine types and configurations.
e. Engine components and layouts:
   i. side camshaft and overhead camshaft
   ii. single and multi cylinder
   iii. wet and dry liners
   iv. crankshaft dampers.
f. Cylinder head layout and design, combustion chamber and piston design.
g. Calculate compression ratios from given data.
h. The procedures used when inspecting engines.
i. 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.

d. 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. Key engineering principles relating to lubrication systems
   i. classification of lubricants
   ii. properties of lubricants
   iii. methods of reducing friction.

b. The advantages and disadvantages of wet and dry systems.

c. Engine lubrication system:
   i. splash and pressurised systems
   ii. pumps
   iii. pressure relief valve
   iv. filters
   v. oil ways
   vi. oil coolers.

d. 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.

e. The requirements and features of engine oil:
   i. operating temperatures
   ii. pressures
   iii. lubricant grades
   iv. viscosity
   v. multi-grade oil
   vi. additives (detergents, dispersants, anti-oxidants, inhibitors, anti-foaming agents, anti-wear)
   vii. synthetic oils
   viii. organic oils
   ix. mineral oils.

f. 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.

g. The procedures used when inspecting lubrication system.

h. The construction and operation of heavy vehicle engine lubrication systems and components, to include:
   i. full flow
ii. by pass
iii. wet sump
iv. dry sump.

**Cooling, heating and ventilation**

a. Key engineering principles relating to engine cooling, heating and ventilation systems:
   i. heat transfer
   ii. linear and cubical expansion
   iii. specific heat capacity
   iv. boiling point of liquids.

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. coolant filters
   iv. heater matrices and temperature control systems
   v. expansion tanks hoses, clips and pipes
   vi. thermostats impellers and coolant
   vii. 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
   v. supplementary coolant additive.

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.
Unit 253  Knowledge of removing and replacing heavy vehicle electrical units and components

<table>
<thead>
<tr>
<th>UAN:</th>
<th>J/601/4947</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>6</td>
</tr>
<tr>
<td>GLH:</td>
<td>45</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>This unit is linked to HV03 Remove and Replace Commercial Motor Vehicle Electrical Auxiliary Units and Components.</td>
</tr>
<tr>
<td>Assessment requirements specified by a sector or regulatory body:</td>
<td>This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.</td>
</tr>
</tbody>
</table>

**Aim:**
This unit enables the learner to develop an understanding of the principles, construction and operation and testing methods of common electrical and electronic systems and components. It also covers the procedures involved in the removal and replacement of system components and the evaluation of their performance.

**Learning outcome** | **The learner will:**
--- | ---
1. | understand heavy vehicle electrical and electronic principles

**Assessment criteria**
The learner can:
1.1 | identify electrical symbols and units found in heavy vehicle circuits
1.2 | describe how to interpret heavy vehicle wiring diagrams
1.3 | describe the operation of key heavy vehicle circuit protection devices and why these are necessary
1.4 | describe earthing principles and earthing methods
1.5 | identify the use of different cables and connectors used in heavy vehicle circuits
1.6 | describe the operation of electrical and electronic sensors and actuators and their application
1.7 | describe the key electrical and electronic control principles that are related to heavy vehicle electrical circuits
1.8 | state common terms used in heavy vehicle electrical circuits.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. understand how heavy vehicle batteries, starting and charging systems operate</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

| 2.1 | identify heavy vehicle batteries, starting and charging system components |
| 2.2 | describe the construction and operation of heavy vehicle batteries, starting and charging system components |
| 2.3 | describe how to remove and replace batteries, starting and charging system units and components |
| 2.4 | compare heavy vehicle batteries, starting and charging system components and assemblies against alternatives to identify differences in construction and operation |
| 2.5 | state common terms used in conjunction with heavy vehicle batteries, starting and charging systems. |

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. understand how heavy vehicle auxiliary electrical systems operate</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

| 3.1 | identify heavy vehicle auxiliary system components |
| 3.2 | describe the construction and operation of heavy vehicle auxiliary systems |
| 3.3 | compare key heavy vehicle auxiliary system components and assemblies against alternatives to identify differences in construction and operation |
| 3.4 | state common terms used in heavy vehicle auxiliary system design. |

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. understand how to check, replace and test heavy vehicle electrical systems and components</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

| 4.1 | describe how to remove and replace heavy vehicle electrical system units and components |
| 4.2 | describe common types of testing methods used to check the operation of heavy vehicle electrical systems and components and their purpose |
| 4.3 | explain how to test and evaluate the performance of replacement units against specifications |
| 4.4 | explain common faults found in heavy vehicle electrical systems and components. |
Unit 253  Knowledge of removing and replacing heavy vehicle electrical units and components

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.

Electrical and 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
   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. battery cell construction
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. axial and pre-engaged starter motor
ii. starter ring gear
iii. starter solenoid
iv. ignition/starter switch
v. starter relay
vi. one-way clutch (pre-engaged starter motor).

Lighting
a. Function and construction of electrical components including:
i. front, tail and number plate lamps
ii. main and dip beam headlamps
iii. fog and spot lamps
iv. lighting switches including main/dip switch
v. directional indicators
vi. hazard warning.
b. The circuit diagram and operation of components for:
i. side tail and marker lamps
ii. headlamps
iii. interior lamps
iv. fog, high-intensity rear 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. Auxiliary systems to include:
i. lighting
ii. wiper
iii. security and alarm
iv. comfort and convenience
v. information and entertainment
vi. telephone and two way communication
vii. electric window.
b. 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.
c. 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
d. 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
viii. monitoring and instrumentation.

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 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
Unit 254 Knowledge of heavy vehicle removing and replacing chassis units and components

UAN: L/601/4951
Level: 2
Credit value: 6
GLH: 45
Relationship to NOS: This unit is linked to HV04 Remove and Replace Commercial Motor Vehicle Chassis Units and Components.

Assessment requirements specified by a sector or regulatory body: This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.

Aim: This unit enables the learner to develop an understanding of the construction and operation of common steering, suspension and braking systems (including wheels and tyres) on heavy vehicles. It also covers the procedures involved in the removal and replacement of system components and the evaluation of their performance.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>understand how heavy vehicle steering systems operate</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

1.1 identify heavy vehicle steering system components
1.2 describe the construction and operation of heavy vehicle steering systems
1.3 compare key heavy vehicle steering system components and assemblies against alternatives to identify differences in construction and operation
1.4 identify the key engineering principles that are related to heavy vehicle steering systems
   a. steering angles
   b. hydraulic forces
   c. stress and strain.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>understand how heavy vehicle suspension systems operate</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

| 2.1 | identify heavy vehicle suspension system components |
| 2.2 | describe the construction and operation of heavy vehicle suspension systems |
| 2.3 | compare key heavy vehicle suspension system components and assemblies against alternatives to identify differences in construction and operation |
| 2.4 | identify the key engineering principles that are related to heavy vehicle suspension systems |
| a. | suspension hydraulic damping |
| b. | stress and strain |
| 2.5 | state common terms used in heavy vehicle suspension system design |

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>understand how heavy vehicle braking systems operate</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

| 3.1 | identify heavy vehicle braking system components |
| 3.2 | describe the construction and operation of heavy vehicle braking systems |
| 3.3 | compare key heavy vehicle braking system components and assemblies against alternatives to identify differences in construction and operation |
| 3.4 | identify the key engineering principles that are related to heavy vehicle braking systems |
| a. | laws of friction |
| b. | hydraulics |
| c. | pneumatics |
| d. | properties of fluids |
| e. | properties of air |
| f. | braking efficiency |
| 3.5 | state common terms used in heavy vehicle braking system design |
### Learning outcome | The learner will:
--- | ---
4. | understand how heavy vehicle wheel and tyre systems operate

### Assessment criteria
The learner can:
4.1 | identify heavy vehicle wheel and tyre components
4.2 | describe the construction and operation of heavy vehicle wheels and tyres
4.3 | compare key heavy vehicle wheel and tyre components and assemblies against alternatives to identify differences in construction and operation
4.4 | identify the key engineering principles that are related to heavy vehicle wheel and tyre systems
   a. | friction
   b. | un-sprung weight
   c. | dynamic and static balance
4.5 | state common terms used in heavy vehicle wheel and tyre design.

### Learning outcome | The learner will:
--- | ---
5. | understand the health and safety aspects when working on loaded vehicles

### Assessment criteria
The learner can:
5.1 | identify types of hazards when working on loaded heavy vehicles.

### Learning outcome | The learner will:
--- | ---
6. | understand how to check, replace and test heavy vehicle chassis units and components

### Assessment criteria
The learner can:
6.1 | describe how to remove and replace chassis units and components
6.2 | describe common types of testing methods used to check the operation of chassis units and components and their purpose
6.3 | explain how to evaluate the performance of replacement units against vehicle specification
6.4 | identify common faults found in heavy vehicle chassis units and components.
Unit 254 Knowledge of heavy vehicle removing and replacing chassis units and components

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.

Chassis layouts
   i. types of chassis
   ii. axle configurations
   iii. rear steered axles
   iv. self-steered axles.

Steering
   a. Key engineering principles related to steering:
      i. geometry
      ii. angles
      iii. damping
      iv. stress and strain.
   b. The construction and operation of steering systems
      i. power and non-assisted steering
      ii. multi axle steering arrangements
      iii. heavy vehicle steering units and components.
   c. 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
      viii. multi axle steered wheel geometry.
   d. The following terms associated with steering:
      i. Ackerman principle
      ii. slip angles
      iii. self-aligning torque oversteer and understeer
      iv. neutral steer
      v. rear steer
      vi. self-steer.
   e. The components and layout of hydraulic power assisted steering systems:
      i. piston and power cylinders
      ii. drive belts and pumps
      iii. control valve (rotary, spool and flapper type)
      iv. hydraulic fluid.
   f. The advantages of power assisted steering.
   g. The operation of hydraulic power assisted steering.
   h. The principles of electronic power steering systems.
i. The procedures used for inspecting the serviceability and condition of:
   i. manual steering
   ii. power assisted steering.

j. 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
   vii. wear in linkage
   viii. damaged linkage
   ix. incorrect wheel alignment
   x. incorrect steering geometry.

**Suspension**

a. Types of suspension:
   i. non independent suspension
   ii. independent suspension
   iii. air suspension
   iv. electronically controlled air suspension (ECAS)
   v. steel suspension
   vi. lifting axles.

b. The layout and components of suspension systems:
   i. non-independent suspensions
   ii. independent front suspension (IFS)
   iii. air suspension
   iv. electronically controlled air suspension (ECAS)
   v. rubber suspension
   vi. tandem axle suspension
   vii. lifting axles.

c. The operation of suspension systems and components:
   i. leaf and coil springs
   ii. torsion bar
   iii. air springs
   iv. air suspension levelling mechanism (mechanical and electronic)
   v. dampers
   vi. trailing arms
   vii. ball joints
   viii. bump stops
   ix. anti-roll bars
   x. stabiliser bars
   xi. swinging arms
   xii. parallel link
   xiii. transverse link
   xiv. “A” frame axle location
   xv. suspension damping
   xvi. stress and strain.

d. The advantages of different systems including:
   i. non-independent
   ii. independent suspension (IFS)
   iii. air suspension (mechanical)
   iv. air suspension (electronically controlled)
   v. lifting axles.

e. The principles of electronically controlled air suspension systems.
f. The forces acting on suspension systems during braking, driving and cornering.
g. The methods of locating the road wheels against braking, driving and cornering forces.
h. The methods of controlling cornering forces by fitting anti-roll torsion members.
i. Suspension terms:
   i. rebound
   ii. bump
   iii. yaw
   iv. dive
   v. pitch
   vi. roll
   vii. compliance.
j. The procedures used for inspecting the serviceability and condition of the suspension system.
k. 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/damaged linkages
   xii. vehicle “crabbing”.

Brakes

a. Key principles relating to braking systems:
   i. laws of friction
   ii. hydraulics
   iii. pneumatics
   iv. properties of fluids
   v. properties of air
   vi. braking efficiency.
b. The construction and operation of braking systems:
   i. air brakes
   ii. air-over-hydraulic brakes
   iii. electronic brakes including Anti-lock Braking Systems and Anti-Slip Regulation
   iv. endurance (retarding) systems.
c. The construction and operation of drum brakes:
   i. leading and trailing shoe construction
   ii. self-servo action
   iii. slack adjusters
   iv. cam expanders
   v. wedge expanders
   vi. automatic adjusters
   vii. backing plates
   viii. parking brake system
   ix. wear indicators and warning lamps.
d. 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. wear indicators and warning lamps.

e. The construction and operation of the hydraulic braking system:
   i. line layout
   ii. master cylinders
   iii. wheel cylinders
   iv. disc brake callipers and pistons
   v. brake pipe
   vi. brake servo
   vii. warning lights
   viii. parking brakes
   ix. equalising valves.

f. The construction and operation of the air braking system
   i. air compressors
   ii. air dryers
   iii. air processing units
   iv. pressure regulating valves
   v. circuit protection valves
   vi. air reservoirs
   vii. control valves (foot, park and hand)
   viii. relay valves
   ix. load sensing valves (mechanical and automatic)
   x. brake actuators
   xi. parking brake mechanisms
   xii. trailer control valves
   xiii. two-line trailer brake system
   xiv. warning light/buzzer systems
   xv. air pipes
   xvi. valve port numbering.

g. The construction and operation of the air-over-hydraulic braking system:
   i. air supply and storage
   ii. air control valves
   iii. conversion from pneumatic pressure to hydraulic pressure
   iv. hydraulic control valves.

h. 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.

i. Terms associated with braking systems:
   i. braking efficiency
   ii. brake fade
   iii. brake balance.

j. The procedures used for inspecting the serviceability and condition of the braking system.

k. 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/air leaks
   vii. pulling to one side
   viii. poor braking efficiency
   ix. lack of assistance
x. loss of air pressure
xi. brake drag
xii. brake grab
xiii. brake fade.

**Endurance Brakes**
a. The construction and operation of heavy vehicle endurance brakes:
   i. exhaust brake
   ii. compression (engine) brake
   iii. hydraulic retarder
   iv. electro-magnetic retarder.

**ABS and ASR**
a. The construction and operation of heavy vehicle ABS systems:
   i. category one (2S/2M)
   ii. category two (25/1M)
   iii. category three (1S/1M)
   iv. wheel speed sensors
   v. modulators
   vi. electronic control unit.
b. Terms associated with ABS systems:
   i. individual control
   ii. modified individual control
   iii. select low.
c. The construction and operation of heavy vehicle ASR systems.
d. The procedures used for inspecting the serviceability and condition of the ABS/ASR system.

**Wheel and tyres**
a. The engineering principles for wheels and tyres
   i. friction
   ii. un-sprung weight
   iii. dynamic and static balance.
b. 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
   vii. wheel construction.
c. 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.
d. Wheel construction:
   i. alloy
   ii. pressed steel
   iii. one-piece rims
   iv. two-piece rims
   v. three piece rims.
e. Wheel retention:
   i. conical seating
   ii. spherical seating
   iii. spigot mounted.
f. Types of wheel bearing arrangements:
i. non-driving and driven wheels
ii. fully floating
iii. three quarter floating.
g. Types of bearing used for wheel bearing arrangements and their adjustment:
   i. taper roller
   ii. angular contact ball
   iii. integrated.
h. The procedures used for inspecting the serviceability and condition of:
   i. tyres and wheels
   ii. bearings.
i. The defects associated with tyres and wheels:
   i. abnormal tyre wear
   ii. cuts
   iii. side wall damage
   iv. wheel vibrations
   v. loose wheel retainers
   vi. tyre over heating
   vii. tread separation.

Hazards when loading heavy vehicles:
   i. flammable liquids
   ii. gases that are lighter than air and heavier than air
   iii. increased vehicle mass
   iv. raised tipper bodies
   v. raised centre of gravity
   vi. working at heights.

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.
# Unit 255  Knowledge of inspecting heavy vehicles

## UAN: Y/601/4967

<table>
<thead>
<tr>
<th>Level:</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit value:</td>
<td>4</td>
</tr>
<tr>
<td>GLH:</td>
<td>40</td>
</tr>
</tbody>
</table>

### Relationship to NOS:

This unit is linked to HV05 Conduct Pre and Post Work Motor Vehicle Inspections and HV06 Inspect Commercial Motor Vehicles.

### Assessment requirements specified by a sector or regulatory body:

This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.

### Aim:

This unit enables the learner to develop an understanding of carrying out a range of inspections on heavy vehicles using a variety of equipment and testing methods.

### Learning outcome

<table>
<thead>
<tr>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. understand how to carry out inspections on heavy vehicles using prescribed methods</td>
</tr>
</tbody>
</table>

### Assessment criteria

The learner can:

1.1 explain the difference between the various prescribed heavy vehicle inspection methods to include:
   a. pre-delivery and pre-purchase
   b. pre MOT
   c. daily vehicle checks
   d. scheduled safety inspection
   e. pre and post rental inspection

1.2 identify the different systems to be inspected when using the prescribed inspection methods

1.3 identify the procedures involved to carry out the systematic inspection of the prescribed inspection methods on heavy vehicles

1.4 identify conformity of vehicle systems and condition on heavy vehicle inspections

1.5 compare test and inspection results against heavy vehicle specification and legal requirements

1.6 explain how to record and complete the inspection results in the format required

1.7 identify the recommendations that can be made based on results of the heavy vehicle inspections

1.8 explain the implications of failing to carry out heavy vehicle
inspection activities correctly
1.9  explain the implications of signing workplace documentation and vehicle records
1.10 explain the procedure for reporting damage to heavy vehicle components and units outside normal inspection items.
Unit 255  Knowledge of inspecting heavy vehicles

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.

Different types of heavy vehicle inspection
a. Types of inspection:
   i. pre-purchase / pre-delivery
   ii. pre-MOT inspection
   iii. scheduled safety inspections
   iv. daily vehicle checks
   v. pre-rental / post rental inspections.

Vehicle inspections and maintenance records
a. The purpose and scope of the different types of vehicle inspection.

b. Vehicle inspection techniques for different types of inspection including:
   i. systematic inspections
   ii. aural
   iii. visual and functional assessments on engine
   iv. engine systems
   v. chassis systems
   vi. wheels and tyres
   vii. transmission and driveline system
   viii. electrical and electronic systems
   ix. exterior vehicle body
   x. vehicle interior.

c. The procedure for inspection of the vehicle for damage, corrosion, fluid leaks, wear, security, mounting. Security and condition to include:
   i. engines and engine systems
   ii. chassis systems
   iii. brakes
   iv. transmission and driveline
   v. steering
   vi. suspension
   vii. wheels
   viii. tyres
   ix. body panels (structural and none structural)
   x. electrical and electronic systems and components
   xi. vehicle seating and vehicle interior
   xii. instruments.

d. Preparation and use of appropriate inspection equipment and tools including:
   i. emission testing
   ii. brake testing
   iii. headlamp alignment
iv. wheel alignment
v. torque setting
vi. specialist diagnostic equipment
vii. tyre tread depth gauges.

e. Inspection procedures following inspection checklists.

f. Checking conformity to manufacturer's specifications and legal requirements.
   i. workshop manuals
   ii. heavy goods vehicle inspection manual.

g. Testing and operation of vehicle systems and vehicle condition including workshop based tests and road tests.

h. The completion and maintenance of:
   i. documentation
   ii. defect reports
   iii. inspection records
   iv. job cards
   v. vehicle records.

i. Make recommendations based on results of vehicle inspections.

j. The implications of not carrying out vehicle inspections correctly including:
   i. legal aspects (impact on Operator Licence)
   ii. safety aspects
   iii. financial aspects
   iv. customer aspects
   v. customer relationships.

The need for vehicle protection prior to carrying out vehicle inspection

a. Protection relating to:
   i. vehicle body panels
   ii. paint surfaces
   iii. seats
   iv. carpets and floor mats.

b. Checks to be made following maintenance and repair:
   v. vehicle body panels
   vi. paint surfaces
   vii. seats
   viii. carpets and floor mats.
Unit 262 Knowledge of heavy vehicle transmission and driveline units and components

<table>
<thead>
<tr>
<th>UAN:</th>
<th>F/601/4963</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>6</td>
</tr>
<tr>
<td>GLH:</td>
<td>45</td>
</tr>
</tbody>
</table>

Relationship to NOS:
This unit is linked to HV12 Remove and Replace Commercial Motor Vehicle Transmission and Driveline Units and Components.

Assessment requirements specified by a sector or regulatory body:
This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.

Aim:
This unit enables the learner to develop an understanding of the construction and operation of common manual transmission and driveline systems. It also covers the procedures involved in the removal and replacement of system components and the evaluation of their performance.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>understand how heavy vehicle clutch systems operate</td>
</tr>
</tbody>
</table>

Assessment criteria
The learner can:
1.1 identify heavy vehicle clutch system components
1.2 describe the construction and operation of heavy vehicle clutch systems
1.3 compare key heavy vehicle clutch system components and assemblies against alternatives to identify differences in construction and operation
1.4 identify the key engineering principles that are related to heavy vehicle clutch systems
   a. principles of friction
   b. principle of levers
   c. torque transmission
1.5 state common terms used in heavy vehicle clutch system design.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>understand how heavy vehicle gearbox systems operate</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

2.1 identify heavy vehicle gearbox system components
2.2 describe the construction and operation of heavy vehicle gearbox systems
2.3 compare key heavy vehicle gearbox system components and assemblies against alternatives to identify differences in construction and operation
2.4 identify the key engineering principles that are related to heavy vehicle gearbox systems
   
   a. gear ratios
   
   b. torque multiplication
2.5 state common terms used in heavy vehicle manual gearbox system design.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>understand how heavy vehicle driveline systems operate</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

3.1 identify heavy vehicle driveline component
3.2 describe the construction and operation of heavy vehicle driveline systems
3.3 compare key heavy vehicle driveline components and assemblies against alternatives to identify differences in construction and operation
3.4 identify the key engineering principles that are related to heavy vehicle driveline systems
   
   a. final drive and overall gear ratios
   
   b. simple stresses
3.5 state common terms used in heavy vehicle driveline design.

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>understand how heavy vehicle gear selection mechanisms operate</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

4.1 identify heavy vehicle gear selection mechanism components
4.2 describe the construction and operation of heavy vehicle gear selection systems
4.3 compare key heavy vehicle gear selection mechanism components and assemblies against alternatives to identify differences in construction and operation
4.4 identify the key engineering principles that are related to heavy vehicle gear selection systems
4.5 state common terms used in heavy vehicle gear selection systems.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>understand how to check, replace and test transmission and driveline units and components</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

5.1 describe how to remove and replace transmission and driveline system units and components
5.2 describe common types of testing methods used to check the operation of transmission and driveline systems and their purpose
5.3 explain how to evaluate the performance of replacement units against vehicle specification
5.4 identify common faults found in heavy vehicle transmission and driveline systems and their causes.
Unit 262  Knowledge of heavy vehicle transmission and driveline units and components

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.

Key principles related to clutch systems
a. Clutch systems to include:
   i. principles of friction
   ii. principle of levers
   iii. torque transmission.

The operation of clutch operating systems
a. Clutch operating mechanisms:
   i. pedal and lever
   ii. hydraulic operated
   iii. air assisted
   iv. hydraulic components
   v. master cylinder
   vi. slave cylinder
   vii. hydraulic pipes
   viii. 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. coil spring clutches
   ii. diaphragm spring clutches
   iii. single plate clutches
   iv. multi plate clutches
   v. clutch/upshift brakes.
c. Types of friction materials used in clutch construction:
   i. organic
   ii. ceramic.
d. Clutch mechanisms:
   i. diaphragm spring clutches
   ii. single plate clutches
   iii. multi plate clutches
   iv. air assistance
   v. hydraulic operation.

Gearbox systems
a. Construction and operation of gearbox systems including:
   i. gearshift control systems
   ii. manual gearbox
   iii. automatic gearbox.
b. Key principles relating to gearbox systems:
   i. gear ratios
   ii. input and output ratios
   iii. torque multiplication.

**The operation of manual gearboxes**

a. The reasons for fitting gearboxes, to provide neutral, reverse, torque multiplication.

b. Different gearbox types:
   i. single layshaft
   ii. twin layshaft
   iii. range change
   iv. splitter
   v. twin splitter.

c. The layout and construction of gears and shafts for 5, 6, 8, 12 and 16 speed gearbox designs, 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
   iv. gearbox lubrication
   v. tachograph drive

g. The electrical and electronic components including reverse lamp switch.

h. Calculate gear ratios and driving torque for typical gearbox specifications.

i. The need to remove the propshaft before towing a casualty vehicle.

**The operation of automatic gearboxes**

a. The reasons for using automatic gearboxes over manual (urban use, stop/start applications)

b. The construction and operation of automatic gearboxes to include:
   i. epicyclic geartrain
   ii. brake bands
   iii. fluid couplings and torque converters

c. Properties of automatic transmission fluid.

**The construction and operation of driveline systems and components**

a. Including:
   i. universal couplings
   ii. sliding couplings
   iii. constant velocity joints
   iv. final drive units
   v. propshafts
   vi. split-propshafts
   vii. driveshafts
   viii. hub reduction
   ix. tandem drive axles.

b. Key principles relating to driveline systems including:
   i. gear ratios
   ii. simple stresses.

c. The layout and construction of propshafts and drive shafts used in multi-axle drive systems.
d. The reasons for using flexible couplings and sliding joints in transmissions systems.

e. The reason for using constant velocity joints in drive shafts incorporating steering mechanisms.

f. The construction and operation of:
   i. universal joints
   ii. sliding couplings
   iii. constant velocity joints
   iv. centre bearings.

g. The simple stresses applied to shafts: torsional, bending and shear.

h. The construction and operation of:
   i. final drive units
   ii. multi-drive axle arrangements
   iii. crown wheel & pinion
   iv. bevel, hypoid and helical gears
   v. differential gears
   vi. lubricants
   vii. lubrication bearings and seals
   viii. differential locks
   ix. epicyclic hub reduction

i. The reasons for fitting differential/s.

j. Calculate final drive gear ratios.

k. Calculate the overall gear ratio from given data (gearbox ratio x final drive ratio).

The construction and operation of gear selector systems

a. Including:
   i. remote linkages
   ii. servo-assistance
   iii. range change selection
   iv. splitter selection
   v. electronic gear selection.

b. The layout and operation of gear selector mechanisms used on heavy vehicles:
   i. manual shift using rods and levers
   ii. manual shift using cables
   iii. manual shift using servo assistance
   iv. range change selection
      1) manual switch (gearstick mounted)
      2) automatic (gearbox mounted)
   v. splitter selection.

c. The layout and operation of electronically controlled gear selector systems:
   i. clutch system
   ii. gear selection
   iii. gear speed synchronisation.

The testing and inspection techniques used for heavy 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 & linkages
   iv. hydraulic system
   v. leaks (fluid and air)
   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 and centre bearings) including:
   i. security
   ii. serviceability
   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
   vi. gear selection 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.
# Unit 272
## Knowledge of heavy vehicle fuel, air supply and exhaust system units and components

<table>
<thead>
<tr>
<th>UAN:</th>
<th>T/601/4944</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level:</td>
<td>2</td>
</tr>
<tr>
<td>Credit value:</td>
<td>3</td>
</tr>
<tr>
<td>GLH:</td>
<td>20</td>
</tr>
<tr>
<td>Relationship to NOS:</td>
<td>This unit is linked to HV02 Remove and Replace Motor Vehicle Engine Units and Components.</td>
</tr>
</tbody>
</table>

**Assessment requirements specified by a sector or regulatory body:**

This unit was developed by the IMI, the sector skills council for the automotive retail industry. All assessments have been developed in accordance with the IMI Assessment Requirements for VRQs.

**Aim:**

This unit enables the learner to develop an understanding of the construction and operation of common fuel, ignition, air and exhaust systems. It also covers the procedures involved in the removal and replacement of system components and the evaluation of their performance.

## Learning outcome

<table>
<thead>
<tr>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. understand how heavy vehicle engine fuel systems operate</td>
</tr>
</tbody>
</table>

## Assessment criteria

The learner can:

<table>
<thead>
<tr>
<th>The learner can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 identify heavy vehicle engine fuel system components</td>
</tr>
<tr>
<td>1.2 describe the construction and operation of heavy vehicle engine fuel systems</td>
</tr>
<tr>
<td>1.3 compare key heavy vehicle engine fuel system components and assemblies against alternatives to identify differences in construction and operation</td>
</tr>
<tr>
<td>1.4 identify the key engineering principles that are related to heavy vehicle engine fuel systems</td>
</tr>
<tr>
<td>a. properties of fuels</td>
</tr>
<tr>
<td>b. combustion processes</td>
</tr>
<tr>
<td>c. exhaust gas constituents</td>
</tr>
<tr>
<td>1.5 state common terms used in heavy vehicle engine fuel system design.</td>
</tr>
<tr>
<td>Learning outcome</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>2. understand the legal requirements relating to European Emission Standards applicable to commercial vehicles</td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 describe legal requirements relating to the production of exhaust emissions from heavy vehicle engines (EU requirements)</td>
</tr>
<tr>
<td>2.2 describe the effects of regulated pollutants.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. understand how heavy vehicle exhaust emission control systems operate</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 identify heavy vehicle exhaust emission control system components</td>
</tr>
<tr>
<td>3.2 describe the construction and operation of heavy vehicle exhaust emission control systems</td>
</tr>
<tr>
<td>3.3 compare key heavy vehicle exhaust emission control system components and assemblies against alternatives to identify differences in construction and operation</td>
</tr>
<tr>
<td>3.4 identify the key engineering principles that are related to heavy vehicle exhaust emission control systems</td>
</tr>
<tr>
<td>a. flame travel</td>
</tr>
<tr>
<td>b. injection timing</td>
</tr>
<tr>
<td>c. fuel pressure</td>
</tr>
<tr>
<td>d. combustion chamber design</td>
</tr>
<tr>
<td>3.5 state common terms used in key heavy vehicle engine exhaust emission control design.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>The learner will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. understand how heavy vehicle engine air supply and exhaust systems operate</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment criteria**

The learner can:

<table>
<thead>
<tr>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 identify heavy vehicle engine air supply and exhaust system components</td>
</tr>
<tr>
<td>4.2 describe the construction and operation of heavy vehicle engine air supply and exhaust systems</td>
</tr>
<tr>
<td>4.3 identify the key engineering principles that are related to heavy vehicle engine air supply and exhaust systems</td>
</tr>
<tr>
<td>a. sound absorption</td>
</tr>
<tr>
<td>b. reduction of harmful emissions</td>
</tr>
<tr>
<td>4.4 state common terms used in key heavy vehicle engine air supply and exhaust system design.</td>
</tr>
</tbody>
</table>
## Learning outcome | The learner will:
---|---
5.  | understand how to check, replace and test engine fuel, air supply and exhaust system units and components

### Assessment criteria

| 5.1 | describe how to remove and replace engine fuel, air supply and exhaust system units and components |
| 5.2 | describe common types of testing methods used to check the operation of engine fuel, air supply and exhaust system systems and their purpose |
| 5.3 | explain how to evaluate the performance of replacement units against vehicle specification |
| 5.4 | explain common faults found in heavy vehicle fuel, air supply and exhaust systems and their causes. |
Unit 272 Knowledge of heavy vehicle fuel, air supply and exhaust system units and components

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.

Mechanical Injection Systems
a. The layout and construction of inline and rotary diesel systems. To include governor control.
b. The principles and requirements of compression ignition engines
   i. combustion chambers (direct and indirect injection)
c. The function and operation of diesel fuel injection components:
   i. fuel filters
   ii. sedimenters
   iii. injector types (direct and indirect injection)
   iv. fuel pipes
   v. cold start systems
   vi. manifold heaters
   vii. fuel cut-off systems

Electronic diesel control
a. The function and operation of common Electronic Diesel Control components:
   i. air mass sensor
   ii. throttle potentiometer
   iii. idle speed control
   iv. coolant sensor
   v. fuel pressure sensor
   vi. flywheel and camshaft sensors
   vii. electronic control units.

Electronic common rail systems
a. The layout and construction of Common Rail diesel systems.
b. The function and operation of Common Rail diesel fuel injection components:
   i. low and high pressure pumps
   ii. rail pressure regulator
   iii. rail pressure sensor
   iv. electronic injector.

Electronic unit injector systems
a. The layout and construction of Electronic Unit Injector diesel systems.
b. The function and operation of Electronic Unit Injector diesel fuel injection components:
Forced induction
a. The purpose, construction and operation of:
   i. superchargers
   ii. turbochargers
      1) waste gate controlled
      2) variable geometry
   iii. after coolers.
b. Explain the procedures for injection pump timing and bleeding the system.
c. The procedures used when inspecting the diesel system.

Fuel
a. Key engineering principles related to engine fuel systems:
   i. properties of fuels
   ii. combustion processes
   iii. exhaust gas constituents.
b. The meaning of terms related to:
   i. hydro-carbon fuels
   ii. volatility
   iii. calorific value
   iv. flash point
   v. cetane value.
c. The composition of hydro-carbon fuels:
   i. % hydrogen and carbon in compression ignition fuels.
d. The composition of air.
e. Symptoms and faults associated with diesel fuel systems:
   i. air in fuel system, water in fuel, filter blockage leaks, difficult starting, erratic running, excessive smoke (black, blue, white), engine knock, turbocharger, faults

Air supply and exhaust systems
a. The construction and purpose of air filtration systems.
b. The operating principles of air filtration systems.
c. The construction and operation of air supply and exhaust systems to include:
   i. supercharging
   ii. turbo charging.
d. The construction and purpose of the exhaust emission control systems including:
   i. exhaust gas recirculation (EGR)
   ii. selective catalytic reduction (SCR)
   iii. particulate trap (filter).
e. The operating principles of the systems.
f. Exhaust system design to include silencers and vertical stacks.
g. The procedures used when inspecting induction, air filtration and exhaust systems.
h. Symptoms and faults associated with air and exhaust systems
   i. exhaust gas leaks
   ii. air leaks.
i. Regulated pollutants to include:
   i. Hydrocarbons (HC)
   ii. Particulate matter (PM)
   iii. Oxides of Nitrogen (NOx)
   iv. Carbon Monoxide (CO).
j. Key principles in exhaust emission control systems to include:
i. flame travel
ii. injection timing
iii. fuel pressure
iv. combustion chamber design.

General

k. The preparation, testing and use of tools and equipment used for:
   i. dismantling
   ii. removal and replacement of engine units and components.

l. Appropriate safety precautions:
   i. PPE
   ii. vehicle protection when dismantling
   iii. removal and replacing engine units and components.

m. The importance of logical and systematic processes.

n. The inspection and testing of engine units and components.

o. The preparation of replacement units for re-fitting or replacement.

p. The reasons why replacement components and units must meet the original specifications (OES) – warranty requirements, to maintain performance and safety requirements.

q. Refitting procedures.

r. The inspection and testing of units and system to ensure compliance with manufacturer’s, legal and performance requirements.

s. 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.
Appendix 1  Relationships to other qualifications

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

This qualification has connections to the 4270 Level 2/3 VCQs in Heavy Vehicle Maintenance and Repair.

Literacy, language, numeracy and ICT skills development
This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales (from September 2010).
Appendix 2  Sources of general information

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

**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.

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

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

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

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

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds’ products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication. If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com
About City & Guilds
As the UK’s leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group
The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

Copyright
The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The Standard Copying Conditions (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds, a registered charity established to promote education and training

City & Guilds
1 Giltspur Street
London EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)20 7294 2413
www.cityandguilds.com

WW-05-4290