

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

November 2025 Version 1.4

Qualification at a glance

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

Title and level	GLH	TQT	City & Guilds number	Accreditation number
Level 2 Diploma in Heavy Vehicle Maintenance and Repair Principles	645	780	4290-22	500/9982/6

Version and date	Change detail	Section
1.1 December 2012	Amend range unit 262 – General formatting improvements	Units
1.2 October 2013	Unit supporting information updated with introductory text	Units
1.3 August 2017	Added TQT details Deleted QCF	Qualification at a glance, Structure Throughout
1.4 November 2025	Update logo and product title Added overall grading Added Access arrangements, CASS information, Inclusion and diversity, Sustainability information Updated Sources of general information	Front cover Qualification at a glance, Structure Section 2 Section 3 Appendix 2

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1 Introduction

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

Area	Description
Who is the qualification for?	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.
What does the qualification cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the automotive industry.
Is the qualification part of a framework or initiative?	This qualification is part of the Automotive Maintenance and Repair Intermediate Apprenticeship Framework (framework 1) which will replace current framework 4 from April 2011.
What opportunities for progression are there?	It allows candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• 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

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

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).

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
Y/601/7254	001	Skills in health, safety and good housekeeping in the automotive environment	7
J/601/6262	003	Skills in supporting job roles in the automotive work environment	5
Y/601/6279	004	Skills in materials, fabrication, tools and measuring devices used in the automotive environment	7
D/601/6171	051	Knowledge of health, safety and good housekeeping in the automotive environment	3
T/601/6175	053	Knowledge of support for job roles in the automotive work environment	3
K/601/6237	054	Knowledge of materials, fabrication, tools and measuring devices used in the automotive environment	4
K/601/4973	201	Skills required to conduct routine heavy vehicle maintenance	3
A/601/4976	202	Skills required to remove and replace heavy vehicle engine units and components	5
F/601/4977	203	Skills required to remove and replace heavy vehicle electrical units and components	5
L/601/4979	204	Skills required to remove and replace heavy vehicle chassis units and components	5
J/601/4933	251	Knowledge of conducting routine heavy vehicle maintenance	2
D/601/4937	252	Knowledge of heavy vehicle engine mechanical, lubrication and cooling system units and components	3
J/601/4947	253	Knowledge of removing and replacing heavy vehicle electrical units and components	6
L/601/4951	254	Knowledge of heavy vehicle removing and replacing chassis units and components	6
F/601/4963	262	Knowledge of heavy vehicle transmission and driveline units and components	6

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
T/601/4944	272	Knowledge of heavy vehicle fuel, air supply and exhaust system units and components	3
Optional			
F/601/4980	205	Skills required to inspect heavy vehicles using prescribed methods	2
J/601/4995	212	Skills required to remove and replace heavy vehicle transmission and driveline units and components	5
Y/601/4967	255	Knowledge of inspecting heavy vehicles	4

Total Qualification Time

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

Title and level	GLH	TQT
Level 2 Diploma in Heavy Vehicle Maintenance and Repair Principles	645	780

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 must:

- 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.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimal delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for all verified and/or moderated assessments undertaken by City & Guilds, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds quality assurance processes visit the [What is CASS?](#) and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must:

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds. External Quality Assurers (EQAs) are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Access arrangements, reasonable adjustments and special consideration

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. City & Guilds understands however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Please refer to the documents 'Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments', 'JCQ – A Guide to the special consideration process' and 'Access arrangements – When and how applications need to be made to City & Guilds' for more information. All of these are available on the **City & Guilds website**

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.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth. More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that help our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

Our Pathway to Net Zero | City & Guilds (cityandguilds.com)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy and considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised and recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of activities wherever possible.

Support materials

The following resources are available for these qualifications:

Description	How to access
Centre handbook	www.cityandguilds.com/automotive
Practical assessment workbook	www.cityandguilds.com/automotive
Practical training workbook	www.cityandguilds.com/automotive

4 Assessment

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.

City & Guilds unit number	Level	Unit title	Credit value	Assessment method
Mandatory				
001	2	Skills in health, safety and good housekeeping in the automotive environment	7	Assignment
003	3	Skills in supporting job roles in the automotive work environment	5	Assignment
004	2	Skills in materials, fabrication, tools and measuring devices used in the automotive environment	7	Assignment
051	2	Knowledge of health, safety and good housekeeping in the automotive environment	3	Assignment

City & Guilds unit number	Level	Unit title	Credit value	Assessment method
053	3	Knowledge of support for job roles in the automotive work environment	3	Assignment
054	2	Knowledge of materials, fabrication, tools and measuring devices used in the automotive environment	4	Assignment
201	2	Skills required to conduct routine heavy vehicle maintenance	3	Assignment
202	2	Skills required to remove and replace heavy vehicle engine units and components	5	Assignment
203	2	Skills required to remove and replace heavy vehicle electrical units and components	5	Assignment
204	2	Skills required to remove and replace heavy vehicle chassis units and components	5	Assignment
251	2	Knowledge of conducting routine heavy vehicle maintenance	2	Multiple choice test
252	2	Knowledge of heavy vehicle engine mechanical, lubrication and cooling system units and components	3	Multiple choice test
253	2	Knowledge of removing and replacing heavy vehicle electrical units and components	6	Multiple choice test
254	2	Knowledge of heavy vehicle removing and replacing chassis units and components	6	Multiple choice test
262	2	Knowledge of heavy vehicle transmission and driveline units and components	6	Multiple choice test
272	2	Knowledge of heavy vehicle fuel, air supply and exhaust system units and components	3	Multiple choice test
Optional				
205	2	Skills required to inspect heavy vehicles using prescribed methods	2	Assignment

City & Guilds unit number	Level	Unit title	Credit value	Assessment method
212	2	Skills required to remove and replace heavy vehicle transmission and driveline units and components	5	Assignment
255	2	Knowledge of inspecting heavy vehicles	4	Multiple choice test

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

City & Guilds unit number	Unit title	Unit accreditation number
001	Skills in health, safety and good housekeeping in the automotive environment	Y/601/7254
003	Skills in supporting job roles in the automotive work environment	J/601/6262
004	Skills in materials, fabrication, tools and measuring devices used in the automotive environment	Y/601/6279
051	Knowledge of health, safety and good housekeeping in the automotive environment	D/601/6171
053	Knowledge of support for job roles in the automotive work environment	T/601/6175
054	Knowledge of materials, fabrication, tools and measuring devices used in the automotive environment	K/601/6237
201	Skills required to conduct routine heavy vehicle maintenance	K/601/4973
202	Skills required to remove and replace heavy vehicle engine units and components	A/601/4976

City & Guilds unit number	Unit title	Unit accreditation number
203	Skills required to remove and replace heavy vehicle electrical units and components	F/601/4977
204	Skills required to remove and replace heavy vehicle chassis units and components	L/601/4979
205	Skills required to inspect heavy vehicles using prescribed methods	F/601/4980
212	Skills required to remove and replace heavy vehicle transmission and driveline units and components	J/601/4995
251	Knowledge of conducting routine heavy vehicle maintenance	J/601/4933
252	Knowledge of heavy vehicle engine mechanical, lubrication and cooling system units and components	D/601/4937
253	Knowledge of removing and replacing heavy vehicle electrical units and components	J/601/4947
254	Knowledge of heavy vehicle removing and replacing chassis units and components	L/601/4951
255	Knowledge of inspecting heavy vehicles	Y/601/4967
262	Knowledge of heavy vehicle transmission and driveline units and components	F/601/4963
272	Knowledge of heavy vehicle fuel, air supply and exhaust system units and components	T/601/4944

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:	<p>This unit will enable the learner to develop the skills required to:</p> <ul style="list-style-type: none">• 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.

Learning outcome	The learner will:
1.	be able to use correct personal and vehicle protection within the automotive environment
Assessment criteria	
The learner can:	
1.1	select and use personal protective equipment throughout activities. To include appropriate protection of: <ul style="list-style-type: none">a. eyesb. earsc. headd. skine. feetf. hands

g. lungs
1.2 select and use vehicle protective equipment throughout all activities.

Learning outcome	The learner will:
2.	be able to carry out effective housekeeping practices in the automotive environment
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.

Learning outcome	The learner will:
3.	be able to recognise and deal with dangers in order to work safely within the automotive workplace
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.

Learning outcome	The learner will:
4.	be able to conduct themselves responsibly
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:	J/601/6262
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.

Learning outcome	The learner will:
1.	be able to work effectively within the organisational structure of the automotive work environment
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.

Learning outcome	The learner will:
2.	be able to obtain and use information in order to support their job role within the automotive work environment
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:	<p>This unit helps the learner to develop the skills required for:</p> <ul style="list-style-type: none">• 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:	
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.

Learning outcome	The learner will:
	2. be able to prepare and use common workshop equipment
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.	

Learning outcome	The learner will:
	3. be able to select materials when fabricating, modifying and repairing vehicles and fitting components
Assessment criteria	
The learner can:	
3.1 select and use appropriate materials whilst constructing, fitting, modifying or repairing vehicles and components.	

Learning outcome	The learner will:
	4. be able to apply automotive engineering, fabrication and fitting principles when modifying and repairing vehicles and components
Assessment criteria	
The learner can:	
4.1 use correct procedures when:	
<i>a.</i> filing	
<i>b.</i> tapping threads	
<i>c.</i> cutting plastics and metals	
<i>d.</i> drilling plastics and metals	
<i>e.</i> fitting	
4.2 use appropriate techniques when fabricating, repairing and modifying vehicles and components	
4.3 select and use:	
<i>a.</i> gaskets	
<i>b.</i> seals	
<i>c.</i> sealants	
<i>d.</i> 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:	<p>This unit enables the learner to develop an understanding of:</p> <ul style="list-style-type: none">• 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. <p>It will provide an appreciation of significant risks in the automotive environment and how to identify and deal with them. Once completed the learner will be able to identify hazards and evaluate and reduce risk.</p>

Learning outcome	The learner will:
1.	understand the correct personal and vehicle protective equipment to be used within the automotive environment
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.

Learning outcome	The learner will:
2.	understand effective housekeeping practices in the automotive environment
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.

Learning outcome	The learner will:
3.	understand key health and safety requirements relevant to the automotive environment
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.

Learning outcome	The learner will:
4.	understand about hazards and potential risks relevant to the automotive environment
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.

Learning outcome	The learner will:
5. understand personal responsibilities	
Assessment criteria	
The learner can:	
5.1	explain the importance of personal conduct in maintaining the health and safety of the individual and others
5.2	explain the importance of personal presentation in maintaining health safety and welfare.

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

Supporting information

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
- f. Manual Handling Operations Regulations 1992
- g. Health and Safety (Display Screen Equipment) Regulations 1992
- h. Abrasive Wheel Regulations
- i. Safe Working Loads
- j. Working at Height Regulations

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
- d. Manual Handling Operations Regulations 1992
- 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 eg 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.

Learning outcome	The learner will:
1. understand key organisational structures, functions and roles within the automotive work environment	
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 automotive workplace, to include:	
a. trainee	
b. skilled technician	
c. supervisor	
d. manager.	

Learning outcome	The learner will:
2.	understand the importance of obtaining, interpreting and using information in order to support their job role within the automotive work environment
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.

Learning outcome	The learner will:
3.	understand the importance of different types of communication within the automotive work environment
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.

Learning outcome	The learner will:
4.	understand communication requirements when carrying out vehicle repairs in the automotive work environment
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.

Learning outcome	The learner will:
5.	understand how to develop good working relationships with colleagues and customers in the automotive workplace
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.
- c. 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

UAN:	K/601/6237
Level:	2
Credit value:	4
GLH:	40
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:	<p>This unit enables the learner to develop an understanding of:</p> <ul style="list-style-type: none">• the correct selection, care and use of key hand tools and measuring devices for modification, fabrication and repair in the automotive environment• the correct preparation and use of common automotive environment equipment• the correct selection and fabrication of materials used when modifying and repairing• the correct application of automotive engineering fabrication and fitting principles.

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: <ul style="list-style-type: none"> 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:

- a. files
- b. hacksaws and snips
- c. hammers
- d. screwdrivers
- e. pliers
- f. spanners
- g. sockets
- h. punches
- i. types of drill and drill bits
- j. taps and dies
- k. stud removers
- l. marking out tools.

Common measuring devices used for fabrication and fitting in the automotive workplace To include:

- a. rule or tape
- b. callipers
- c. feeler gauge
- d. volume measures
- e. micrometer
- f. dial gauges
- g. torque wrenches
- h. depth gauges.

Common electrical measuring tools used in the repair of vehicles and components. To include:

- a. ammeter
- b. voltmeter
- c. ohmmeter
- d. multi-meter.

Common electrical terms when measuring:

- a. voltage
- b. current
- c. resistance.

Workshop equipment (including appropriate PPE) to include:

- a. hydraulic jacks
- b. axle stands
- c. pillar drills
- d. air tools
- e. vehicle lifts
- f. cranes
- g. hoists
- h. electrical power tools.

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

UAN:	K/601/4973
Level:	2
Credit value:	3
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 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	The learner will:
1.	be able to work safely when carrying out heavy vehicle routine maintenance
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	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 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.

Learning outcome	The learner will:
3. be able to use appropriate tools and equipment	
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.	

Learning outcome	The learner will:
4. be able to carry out heavy vehicle routine maintenance	
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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.	

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

Learning outcome	The learner will:
3. be able to use appropriate tools and equipment	
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.	

Learning outcome	The learner will:
4. be able to carry out removal and replacement of heavy vehicle engine units and components	
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:	
<i>a.</i> the manufacturer's approved removal and replacement methods	
<i>b.</i> recognised researched repair methods	
<i>c.</i> 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.	

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

UAN:	F/601/4977
Level:	2
Credit value:	5
GLH:	45
Relationship to NOS:	This unit is linked to HV03 Remove and Replace Commercial Motor Vehicle Electrical Auxiliary 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 motor vehicle electrical 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 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	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 electrical unit and component removal and replacement activities including:
a.	vehicle technical data

<ul style="list-style-type: none"> b. removal and replacement procedures c. legal requirements <p>2.2 use technical information to support heavy vehicle electrical unit and component removal and replacement activities.</p>
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Learning outcome	The learner will:
3.	be able to use appropriate tools and equipment
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.

Learning outcome	The learner will:
4.	be able to carry out removal and replacement of heavy vehicle electrical units and components
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: <ul style="list-style-type: none"> 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.

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

UAN:	L/601/4979
Level:	2
Credit value:	5
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 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:
	<i>a.</i> vehicle technical data

<ul style="list-style-type: none"> b. removal and replacement procedures c. legal requirements <p>2.2 use technical information to support heavy vehicle chassis unit and component removal and replacement activities.</p>

Learning outcome	The learner will:
3.	be able to use appropriate tools and equipment
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.

Learning outcome	The learner will:
4.	be able to carry out removal and replacement of heavy vehicle chassis units and components
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: <ul style="list-style-type: none"> 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.

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

UAN:	F/601/4980
Level:	2
Credit value:	2
GLH:	20
Relationship to NOS:	This unit is linked to HV05 Conduct Pre and Post Work Motor Vehicle Inspections.
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 carry out a range of inspections on heavy vehicles using a variety of prescribed testing and inspection methods.

Learning outcome	The learner will:
1.	be able to work safely when carrying out heavy vehicle inspections using prescribed methods
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.
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 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	
The learner can:	
3.1	select the appropriate tools and equipment necessary for carrying out a range of inspections on heavy vehicle systems including: <ul style="list-style-type: none"> 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	
The learner can:	
4.1	carry out heavy vehicle inspections using prescribed methods, adhering to the specifications and tolerances for the vehicle and following: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	
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 212

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

UAN:	J/601/4995
Level:	2
Credit value:	45
GLH:	5
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 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

<p>heavy component removal and replacement activities including:</p> <ol style="list-style-type: none"> a. vehicle technical data b. removal and replacement procedures c. legal requirements <p>2.2 use technical information to support heavy component removal and replacement activities.</p>
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Learning outcome	The learner will:
3. be able to use appropriate tools and equipment	
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.	
Learning outcome	The learner will:
4. be able to carry out removal and replacement of heavy vehicle transmission and driveline units and components	
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: <ol style="list-style-type: none"> 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.	
Learning outcome	The learner will:
5. be able to record information and make suitable recommendations	
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.

Learning outcome	The learner will:
1.	understand how to carry out routine heavy vehicle maintenance
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.

Learning outcome	The learner will:
2.	understand the legal requirements applicable to carrying out heavy vehicle maintenance
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

UAN:	D/601/4937
Level:	2
Credit value:	3
GLH:	20
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 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.

Learning outcome	The learner will:
1. understand how the main heavy vehicle engine mechanical systems operate	
Assessment criteria	
The learner can:	
1.1	identify heavy vehicle engine mechanical system components
1.2	describe the construction and operation of heavy vehicle compression ignition engine mechanical systems
1.3	compare key heavy vehicle engine mechanical 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 engine mechanical systems:
	a. compression ratios
	b. cylinder capacity
	c. power

<ul style="list-style-type: none"> d. torque <p>1.5 state common terms used in heavy vehicle engine mechanical systems:</p> <ul style="list-style-type: none"> a. tdc b. bdc c. stroke d. bore.
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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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.

Learning outcome	The learner will:
4.	understand how to check, replace and test engine mechanical, lubrication and cooling systems system units and components
Assessment criteria	
The learner can:	
4.1	describe how to remove and replace engine mechanical, lubrication and cooling system units and components
4.2	describe common types of testing methods used to check the operation of engine mechanical, lubrication and cooling systems and their purpose
4.3	describe how to test and evaluate the performance of replacement units against vehicle specification
4.4	identify common faults found in heavy vehicle engine mechanical, lubrication and cooling systems and their causes.

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

UAN:	J/601/4947
Level:	2
Credit value:	6
GLH:	45
Relationship to NOS:	This unit is linked to HV03 Remove and Replace Commercial Motor Vehicle Electrical Auxiliary 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 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.

Learning outcome	The learner will:
2.	understand how heavy vehicle batteries, starting and charging systems operate
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.

Learning outcome	The learner will:
3.	understand how heavy vehicle auxiliary electrical systems operate
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.

Learning outcome	The learner will:
4.	understand how to check, replace and test heavy vehicle electrical systems and components
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.

Learning outcome	The learner will:
1.	understand how heavy vehicle steering systems operate
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.

Learning outcome	The learner will:
2.	understand how heavy vehicle suspension systems operate
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 <ul style="list-style-type: none"> a. suspension hydraulic damping b. stress and strain
2.5	state common terms used in heavy vehicle suspension system design.

Learning outcome	The learner will:
3.	understand how heavy vehicle braking systems operate
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 <ul style="list-style-type: none"> 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	
<i>a.</i> friction	
<i>b.</i> un-sprung weight	
<i>c.</i> 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 (2S/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
Level:	2
Credit value:	4
GLH:	40
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	The learner will:
1.	understand how to carry out inspections on heavy vehicles using prescribed methods
Assessment criteria	
The learner can:	
1.1	explain the difference between the various prescribed heavy vehicle inspection methods to include: <ul style="list-style-type: none">a. pre-delivery and pre-purchaseb. pre MOTc. daily vehicle checksd. scheduled safety inspectione. 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 non 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 retention
 - 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

UAN:	F/601/4963
Level:	2
Credit value:	6
GLH:	45
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.

Learning outcome	The learner will:
1.	understand how heavy vehicle clutch systems operate
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 <ol style="list-style-type: none">principles of frictionprinciple of leverstorque transmission
1.5	state common terms used in heavy vehicle clutch system design.

Learning outcome	The learner will:
2. understand how heavy vehicle gearbox systems operate	
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	
<i>a.</i> gear ratios	
<i>b.</i> torque multiplication	
2.5 state common terms used in heavy vehicle manual gearbox system design.	

Learning outcome	The learner will:
3. understand how heavy vehicle driveline systems operate	
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	
<i>a.</i> final drive and overall gear ratios	
<i>b.</i> simple stresses	
3.5 state common terms used in heavy vehicle driveline design.	

Learning outcome	The learner will:
4. understand how heavy vehicle gear selection mechanisms operate	
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.	

Learning outcome	The learner will:
5.	understand how to check, replace and test transmission and driveline units and components
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

UAN:	T/601/4944
Level:	2
Credit value:	3
GLH:	20
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 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	The learner will:
1.	understand how heavy vehicle engine fuel systems operate
Assessment criteria	
The learner can:	
1.1	identify heavy vehicle engine fuel system components
1.2	describe the construction and operation of heavy vehicle engine fuel systems
1.3	compare key heavy vehicle engine fuel 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 engine fuel systems <ol style="list-style-type: none">properties of fuelscombustion processesexhaust gas constituents
1.5	state common terms used in heavy vehicle engine fuel system design.

Learning outcome	The learner will:
2. understand the legal requirements relating to European Emission Standards applicable to commercial vehicles	
Assessment criteria	
The learner can:	
2.1 describe legal requirements relating to the production of exhaust emissions from heavy vehicle engines (EU requirements)	
2.2 describe the effects of regulated pollutants.	

Learning outcome	The learner will:
3. understand how heavy vehicle exhaust emission control systems operate	
Assessment criteria	
The learner can:	
3.1 identify heavy vehicle exhaust emission control system components	
3.2 describe the construction and operation of heavy vehicle exhaust emission control systems	
3.3 compare key heavy vehicle exhaust emission control 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 exhaust emission control systems	
<ul style="list-style-type: none"> a. flame travel b. injection timing c. fuel pressure d. combustion chamber design 	
3.5 state common terms used in key heavy vehicle engine exhaust emission control design.	

Learning outcome	The learner will:
4. understand how heavy vehicle engine air supply and exhaust systems operate	
Assessment criteria	
The learner can:	
4.1 identify heavy vehicle engine air supply and exhaust system components	
4.2 describe the construction and operation of heavy vehicle engine air supply and exhaust systems	
4.3 identify the key engineering principles that are related to heavy vehicle engine air supply and exhaust systems	
<ul style="list-style-type: none"> a. sound absorption b. reduction of harmful emissions 	
4.4 state common terms used in key heavy vehicle engine air supply and exhaust system design.	

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:
 - i. low pressure pump
 - ii. electronic unit injector.

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 www.cityandguilds.com or click on the links below:

- Centre handbook: quality assurance standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The centre handbook should be used to ensure compliance with the terms and conditions of the centre contract.

- Centre assessment: quality assurance standards

This document sets out the minimum common quality assurance requirements for our qualifications that feature centre-assessed components.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides guidance on administering portfolios and controlled assessments, including a definition of supervised conditions.

Access arrangements: when and how applications need to be made to City & Guilds This 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 document library also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

- Please visit the contact us section of the City & Guilds website.

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City & Guilds is the global skills partner, empowering people, organisations and economies to develop the skills they need for growth. With almost 150 years of trusted expertise, we support people into work, help them develop on the job and move into the next job.

We work with Governments, employers, training providers, colleges and industry stakeholders to design and deliver high-quality training, qualifications, assessments and credentials that lead to meaningful career progression. We understand the life changing link between skills development, social mobility and success. Our solutions span critical sectors including construction, engineering, transport, energy and electrical, serving over 1 million learners annually.

Through our comprehensive portfolio of brands and trusted global network, we set industry-wide standards for technical, behavioural and commercial skills to improve performance and productivity. We believe you can achieve your potential - and we're here to help make it happen.

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