

# **City & Guilds Level 3 Diploma in Light Vehicle Maintenance and Repair Principles (7290-13)**

**(610/0066/3)**

**June 2022 Version 1.2**

**Qualification Handbook**

## Qualification at a glance

<b>Subject area</b>	Vehicle Maintenance and Repair
<b>City &amp; Guilds number</b>	7290 -13
<b>Age group approved</b>	16+
<b>Entry requirements</b>	There are no entry requirements
<b>Assessment</b>	Online multiple choice tests and assignments
<b>Approvals</b>	Fast track or Full approval applies
<b>Support materials</b>	Centre handbook, Qualification handbook, Assessment Packs, Sample test materials, SmartScreen
<b>Registration and certification</b>	Consult the Walled Garden/online catalogue for registration and certification end dates

Title and level	City & Guilds number	Qualification number	Total GLH	TQT
City & Guilds Level 3 Diploma in Light Vehicle Maintenance and Repair Principles	7290-13		613	730

Version and date	Change detail	Section
V1.0	n/a	n/a
V1.1 April 2022	Updated City & Guilds address	Last page
V1.2 May 2022	Added details re RA/SC and grading to include fail details	Appendix 1 and Grading section

# Contents

<b>Qualification at a glance</b>	<b>2</b>
<b>1 Introduction</b>	<b>5</b>
Structure	7
<b>2 Centre requirements</b>	<b>11</b>
Approval	11
Resource requirements	11
Learner entry requirements	12
Recognition of Prior Learning (RPL)	12
Age restrictions	12
<b>3 Delivering the qualification</b>	<b>13</b>
Initial assessment and induction	13
Support materials	13
Recording documents	13
<b>4 Assessment</b>	<b>14</b>
Summary of assessment methods	14
<b>5 Grading</b>	<b>17</b>
Grading of individual assessments	17
<b>6 Units</b>	<b>18</b>
Structure of the units	18
<b>Unit 001 Skills in Health, Safety and Good Housekeeping in the Automotive Environment</b>	<b>19</b>
<b>Unit 003 Skills in Supporting Job roles in the Automotive Work Environment</b>	<b>21</b>
<b>Unit 004 Skills in Materials, Fabrication, Tools and Measuring Devices in the Automotive Environment</b>	<b>23</b>
<b>Unit 008 Skills to Identify and Agree Motor Vehicle Customer Service Needs</b>	<b>25</b>
<b>Unit 051 Knowledge of Health, Safety and Good Housekeeping in the Automotive Environment</b>	<b>27</b>
<b>Unit 053 Knowledge of Support for Job Roles in the Automotive Work Environment</b>	<b>34</b>
<b>Unit 054 Knowledge of Materials, Fabrication, Tools and Measuring Devices in the Automotive Environment</b>	<b>38</b>
<b>Unit 058 Knowledge of How to Identify and Agree Motor Vehicle Customer Service Needs</b>	<b>42</b>
<b>Unit 105 Skills in Inspecting Light Vehicles Using Prescribed Methods</b>	<b>44</b>
<b>Unit 107 Skills in Diagnosing and Rectifying Light Vehicle Combustion Engine and Component Faults</b>	<b>46</b>

<b>Unit 108</b>	<b>Skills in Diagnosing and Rectifying Light Vehicle Chassis System Faults</b>	<b>49</b>
<b>Unit 111</b>	<b>Skills in Overhauling Light Vehicle Combustion Engine Mechanical Units</b>	<b>52</b>
<b>Unit 113</b>	<b>Skills in Diagnosing and Rectifying Light Vehicle Transmission and Driveline Faults</b>	<b>54</b>
<b>Unit 121</b>	<b>Skills in Overhauling Light Vehicle Transmission Units</b>	<b>57</b>
<b>Unit 131</b>	<b>Skills in Overhauling Light Vehicle Steering and Suspension Units</b>	<b>59</b>
<b>Unit 155</b>	<b>Knowledge of Inspecting Light Vehicles Using Prescribed Methods</b>	<b>61</b>
<b>Unit 157</b>	<b>Knowledge of Diagnosis and Rectification of Light Vehicle Combustion Engine Faults</b>	<b>65</b>
<b>Unit 158</b>	<b>Knowledge in Diagnosis and Rectification of Light Vehicle Chassis Faults</b>	<b>75</b>
<b>Unit 161</b>	<b>Knowledge of Overhauling Light Vehicle Combustion Engine Mechanical Units</b>	<b>82</b>
<b>Unit 163</b>	<b>Knowledge of Diagnosis and Rectification of Light Vehicle Transmission and Driveline Faults</b>	<b>85</b>
<b>Unit 171</b>	<b>Knowledge of Overhauling Light Vehicle Transmission Units</b>	<b>90</b>
<b>Unit 181</b>	<b>Knowledge of Overhauling Light Vehicle Steering and Suspension Units</b>	<b>93</b>
<b>Unit 218</b>	<b>Skills in Removing and Fitting of Basic Light Vehicle Mechanical, Electrical and Trim (MET) Components and Non- Permanently Fixed Vehicle Body Panels</b>	<b>96</b>
<b>Unit 268</b>	<b>Knowledge of Removing and Fitting of Basic Light Vehicle Mechanical, Electrical and Trim (MET) Components and Non- Permanently Fixed Vehicle Body Panels</b>	<b>98</b>
<hr/>		
<b>Unit 407</b>	<b>Skills in Diagnosing and Rectifying Vehicle Auxiliary Electrical Faults</b>	<b>103</b>
<b>Unit 457</b>	<b>Knowledge of Diagnosis and Rectification of Vehicle Auxiliary Electrical Faults</b>	<b>106</b>
<b>Unit 601</b>	<b>Knowledge of Carrying Out Non- High Voltage Operations On, Near or With an Electric Vehicle</b>	<b>116</b>
<b>Unit 602</b>	<b>Knowledge of Isolating and Re-energising High Voltage Systems in an Electric Vehicle</b>	<b>118</b>
<b>Unit 603</b>	<b>Knowledge of Removing and replacing Components in an Electric Vehicle High Voltage Powertrain and Ancillary Systems</b>	<b>124</b>
<b>Unit 612</b>	<b>Skills in Isolating and Re-energising High Voltage Systems in an Electric Vehicle</b>	<b>131</b>
<b>Unit 613</b>	<b>Skills in Removing and Replacing Components in an Electric Vehicle High Voltage Powertrain and Ancillary Systems</b>	<b>142</b>
<b>Unit 830</b>	<b>Knowledge of Diagnosing, Removing, Replacing and Recalibrating Motor Vehicle Advanced Driver Assistance System Components</b>	<b>146</b>
<b>Unit 831</b>	<b>Skills in Diagnosing, Removing, Replacing and Recalibrating Motor Vehicle Advanced Driver Assistance System Components</b>	<b>157</b>
<b>Appendix 1</b>	<b>Sources of general information</b>	<b>163</b>
<b>Useful contacts</b>		<b>164</b>

# 1 Introduction

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

Area	Description
Who are the qualifications for?	The qualifications are aimed at learners aged 16+ who would like to develop practical skills and broaden their understanding of motor vehicle systems and more generally in developing others in the industry.
What do the qualifications cover?	These qualifications allow learners 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/standards	These qualifications form part of the Apprenticeship Frameworks for Wales and Northern Ireland.
What opportunities for progression are there?	<p>Upon successful completion of this qualification, learners will be equipped with the knowledge and skills required for progression in the automotive industry, or to the following City and Guilds qualifications:</p> <ul style="list-style-type: none"><li>• 7270-13 City &amp; Guilds Level 3 Diploma in Light Vehicle Maintenance &amp; Repair Competence</li><li>• 7290-01 City &amp; Guilds Level 1 Award in Introduction to Electric and Hybrid Vehicle High Energy Systems</li><li>• 7290-02 City &amp; Guilds Level 2 Award in Safe Maintenance of Electric and Hybrid Vehicles</li><li>• 7290-72 City &amp; Guilds Level 2 Award in Hazard Management of Electric and Hybrid Vehicles</li><li>• 7290-03 City &amp; Guilds Level 3 Award in Component Removal and Replacement in Electric and Hybrid Vehicles</li><li>• 7290-04 City &amp; Guilds Level 4 Award in Diagnosis and Rectification of Faults in Electric and Hybrid Vehicles</li><li>• 7290-63 City &amp; Guilds Level 3 Award in Component Removal and Replacement in Hydrogen Fuel Cell Electric Vehicles</li><li>• 7290-64 City &amp; Guilds Level 4 Award in Diagnosis and Rectification of Faults in Hydrogen Fuel Cell Electric Vehicles</li><li>• 7290-83 City &amp; Guilds Level 3 Award in Diagnosis, Repair and Recalibration of Advanced Driver Assist Systems</li></ul> <p>Including Apprenticeship standard EPAs in England</p> <ul style="list-style-type: none"><li>• Level 3 Motor Vehicle Service and Maintenance Technician (9301-12/13)</li></ul>

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- Level 2 Autocare Technician (9301-12/13)
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Who did we develop the qualification with?

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This qualification has been developed using the National Occupational Standards as set by automotive industry experts.

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## Structure

Full qualification certificates will be awarded to successful candidates on completion of the required rules of combination, as indicated below.

To achieve the **City & Guilds Level 3 Diploma in Light Vehicle Maintenance and Repair Principles (7290-13)** candidates must achieve the following rules of combination:

All **14** mandatory units: 001, 003, 004, 051, 053, 054, 107, 108, 157, 158, 163, 407, 457, 601

In addition, **one** optional unit group (comprising of one or two units) from the following:

(008 and 058)  
(105 and 155) or  
(111 and 161) or  
(121 and 171) or  
(131 and 181) or  
(218 and 268) or  
(113)

In addition, candidates can also choose the following Electric Vehicle elective units: 602, 603, 612, 613 or the following ADAS elective units: 830 and 831

These units do not form part of the rules of combination to achieve the full award but can be taken as supplementary unit(s). On successful completion of the unit(s) a CUC will be awarded.

City & Guilds unit number	Unit title	GLH
<b>Mandatory</b>		
001	Skills in Health, Safety and Good Housekeeping in the Automotive Environment	60
003	Skills in Supporting Job Roles in the Automotive Work Environment	40
004	Skills in Materials, Fabrication, Tools and Measuring Devices in the Automotive Environment	60
051	Knowledge of Health, Safety and Good Housekeeping in the Automotive Environment	30
053	Knowledge of Support For Job Roles in the Automotive Work Environment	20
054	Knowledge of Materials, Fabrication, Tools and Measuring Devices Used in the Automotive Environment	40
107	Skills in Diagnosing and Rectifying Light Vehicle Combustion Engine Faults	45

City & Guilds unit number	Unit title	GLH
108	Skills in Diagnosing and Rectifying Light Vehicle Chassis System Faults	45
157	Knowledge of Diagnosis and Rectification of Light Vehicle Combustion Engine Faults	45
158	Knowledge in Diagnosis and Rectification of Light Vehicle Chassis Faults	45
163	Knowledge of Diagnosis and Rectification of Light Vehicle Transmission and Driveline Faults	45
407	Skills in the Diagnosing and Rectifying of Automotive Vehicle Auxiliary Electrical Faults	45
457	Knowledge of Diagnosis and Rectification of Vehicle Auxiliary Electrical Faults	45
601	Knowledge of Carrying Out Non-High Voltage Operations On, Near or With an Electric Vehicle	8
<b>Optional groups</b>	<b>(Combinations)</b>	
008	Skills in Identifying and Agreeing Motor Vehicle Customer Service Needs	40
058	Knowledge of How To Identify and Agree Motor Vehicle Customer Service Needs	45
105	Skills in Inspecting Light Vehicles Using Prescribed Methods	40
155	Knowledge of Inspecting Light Vehicles Using Prescribed Methods	40
111	Skills in Overhauling Light Vehicle Combustion Engine Mechanical Units	20
161	Knowledge of Overhauling Light Vehicle Combustion Engine Mechanical Units	20
121	Skills in Overhauling Light Vehicle Transmission Units	20
171	Knowledge of Overhauling Light Vehicle Transmission Units	20
131	Skills in Overhauling Light Vehicle Steering and Suspension Units	20
181	Knowledge of Overhauling Light Vehicle Steering and Suspension Units	20

City & Guilds unit number	Unit title	GLH
218	Skills in Removing and Fitting Basic Light Vehicle Mechanical, Electrical and Trim (MET) Components and Non-permanently Fixed Vehicle Body Panels	20
268	Knowledge of Removing and Fitting Basic Light Vehicle Mechanical, Electrical and Trim (MET) Components and Non-permanently Fixed Vehicle Body Panels	20
113	Skills in Diagnosing and Rectifying Light Vehicle Transmission and Driveline Faults	45
<b>Elective</b>	<b>(Electrical Vehicle)</b>	
602	Knowledge of Isolating and Re-energising High Voltage Systems in an Electric Vehicle	14
603	Knowledge of Removing and Replacing Components in an Electric Vehicle High Voltage Powertrain and Ancillary Systems	28
612	Skills in Isolating and Re-energising High Voltage Systems in an Electric Vehicle	3
613	Skills in Removing and Replacing Components in an Electric Vehicle High Voltage Powertrain and Ancillary Systems	5
<b>Elective</b>	<b>(ADAS)</b>	
830	Knowledge of Diagnosing, Removing, Replacing and Recalibrating Motor Vehicle Advanced Driver Assistance System Components	20
831	Skills in Diagnosing, Removing, Replacing and Recalibrating Motor Vehicle Advanced Driver Assistance System Components	7

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(s), will receive a Certificate of Unit Credit (CUC).

## Total Qualification Time

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

1. The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
2. An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike Guided Learning, not under the Immediate Guidance or Supervision of - a lecturer, supervisor, tutor or other, appropriate provider of education or training

Title and level	GLH	TQT
City & Guilds Level 3 Diploma in Light Vehicle Maintenance and Repair Principles (7290-13)	513	730

## 2 Centre requirements

### Approval

If your Centre is approved to offer the qualification 4290-13 you can apply for the new approval using the **fast-track approval form**, available from the City & Guilds website.

Centres should use the fast-track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all the approval criteria in the fast-track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast-track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the City & Guilds website for further information on the approval process: **[www.cityandguilds.com](http://www.cityandguilds.com)**

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

### Resource requirements

#### Physical resources and site agreements

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

#### Centre staffing

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

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

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

### Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum 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.

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 must have appropriate teaching and vocational knowledge and expertise. Assessor/Verifier (A/V) units are valued as qualifications for the centre, but they are not currently a requirement for this qualification.

Staff must:

- be familiar with the occupation and technical content covered within the qualification.

## **Learner 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.

## **Recognition of Prior Learning (RPL)**

Recognition learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification. RPL is not allowed for any previous units contained in the 4290 suite or equivalent units taken with other awarding organisations for the new 7290 suite of qualifications.

However, RPL is available for any elective units taken and will be recognised for Electric Vehicle/ADAS qualification(s), full registration to the EV/ADAS qualification must take place to claim RPL for elective units achieved in Light Vehicle qualifications.

## **Age restrictions**

City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for under 16s.

## 3 Delivering the qualification

### Initial assessment and induction

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

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

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

### Support materials

The following resources are available for these qualifications:

Description	How to access
Fast track approval form	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Assessment pack	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Sample test materials	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
SmartScreen	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>
Learning Assistant	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

### Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several portfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

## 4 Assessment

### Summary of assessment methods

City & Guilds has written the following assessments to use with these Qualification(s):

- Online multiple choice tests.
- Practical Assignments to assess essential skills: comprising of practical tasks, observation, verbal questioning and short answer questions to cover all learning outcomes.  
These are carried out in the classroom and must be completed to current industry standards and practice.

Practical Assignment requirements and relevant documentation are available in the corresponding qualification(s) Assessment Packs, which can be downloaded from the 7290 qualification web page.

Assignments 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

Candidates must complete their assessments within their registration period.

### Test specifications

Summary test specifications for all 7290 evolve online knowledge tests can be found in the *7290/7270 Evolve Test Specification* Document downloadable from [www.cityandguilds.com](http://www.cityandguilds.com).

## Unit Assessment Types

Unit	Level	Unit title	Assessment method	Where to obtain assessment materials
7290-001	Level 2	Skills in Health, Safety and Good Housekeeping in the Automotive Environment	Assignment	www.cityandguilts.com
7290-003	Level 3	Skills in Supporting Job Roles in the Automotive Work Environment	Assignment	www.cityandguilts.com
7290-004	Level 2	Skills in Materials, Fabrication, Tools and Measuring Devices in the Automotive Environment	Assignment	www.cityandguilts.com
7290-008	Level 3	Skills in Identifying and Agreeing Motor Vehicle Customer Service Needs	Assignment	www.cityandguilts.com
7290-051	Level 2	Knowledge of Health, Safety and Good Housekeeping in the Automotive Environment	Assignment	www.cityandguilts.com
7290-053	Level 3	Knowledge of Support For Job Roles in the Automotive Work Environment	Assignment	www.cityandguilts.com
7290-054	Level 2	Knowledge of Materials, Fabrication, Tools and Measuring Devices Used in the Automotive Environment	Assignment	www.cityandguilts.com
7290-058	Level 3	Knowledge of How To Identify and Agree Motor Vehicle Customer Service Needs	Assignment	www.cityandguilts.com
7290-105	Level 2	Skills in Inspecting Light Vehicles Using Prescribed Methods	Assignment	www.cityandguilts.com
7290-107	Level 3	Skills in Diagnosing and Rectifying Light Vehicle Combustion Engine Faults	Assignment	www.cityandguilts.com
7290-108	Level 3	Skills in Diagnosing and Rectifying Light Vehicle Chassis System Faults	Assignment	www.cityandguilts.com
7290-111	Level 3	Skills in Overhauling Light Vehicle Combustion Engine Mechanical Units	Assignment	www.cityandguilts.com
7290-113	Level 3	Skills in Diagnosing and Rectifying Light Vehicle Transmission and Driveline Faults	Assignment	www.cityandguilts.com
7290-121	Level 3	Skills in Overhauling Light Vehicle Transmission Units	Assignment	www.cityandguilts.com
7290-131	Level 3	Skills in Overhauling Light Vehicle Steering and Suspension Units	Assignment	www.cityandguilts.com
7290-155	Level 2	Knowledge of Inspecting Light Vehicles Using Prescribed Methods	Multiple choice test	Evolve
7290-157	Level 3	Knowledge of Diagnosis and Rectification of Light Vehicle Combustion Engine Faults	Multiple choice test	Evolve

Unit	Level	Unit title	Assessment method	Where to obtain assessment materials
7290-158	Level 3	Knowledge in Diagnosis and Rectification of Light Vehicle Chassis Faults	Multiple choice test	Evolve
7290-161	Level 3	Knowledge of Overhauling Light Vehicle Combustion Engine Mechanical Units	Multiple choice test	Evolve
7290-163	Level 3	Knowledge of Diagnosis and Rectification of Light Vehicle Transmission and Driveline Faults	Multiple choice test	Evolve
7290-171	Level 3	Knowledge of Overhauling Light Vehicle Transmission Units	Multiple choice test	Evolve
7290-181	Level 3	Knowledge of Overhauling Light Vehicle Steering and Suspension Units	Multiple choice test	Evolve
7290-218	Level 2	Skills in Removing and Fitting Basic Light Vehicle Mechanical, Electrical and Trim (MET) Components and Non-permanently Fixed Vehicle Body Panels	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
7290-268	Level 2	Knowledge of Removing and Fitting Basic Light Vehicle Mechanical, Electrical and Trim (MET) Components and Non-permanently Fixed Vehicle Body Panels	Multiple choice test	Evolve
7290-407	Level 3	Skills in the Diagnosing and Rectifying of Automotive Vehicle Auxiliary Electrical Faults	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
7290-457	Level 3	Knowledge of Diagnosis and Rectification of Vehicle Auxiliary Electrical Faults	Multiple choice test	Evolve
7290-601	Level 1	Knowledge of Carrying Out Non-High Voltage Operations On, Near or With an Electric Vehicle	Multiple choice test	Evolve
7290-602	Level 2	Knowledge of Isolating and Re-energising High Voltage Systems in an Electric Vehicle	Multiple choice test	Evolve
7290-603	Level 3	Knowledge of Removing and Replacing Components in an Electric Vehicle High Voltage Powertrain and Ancillary Systems	Multiple choice test	Evolve
7290-612	Level 2	Skills in Isolating and Re-energising High Voltage Systems in an Electric Vehicle	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
7290-613	Level 3	Skills in Removing and Replacing Components in an Electric Vehicle High Voltage Powertrain and Ancillary Systems	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
7290-830	Level 3	Knowledge of Diagnosing, Removing, Replacing and Recalibrating Motor Vehicle Advanced Driver Assistance System Components	Multiple choice test	Evolve
7290-831	Level 3	Skills in Diagnosing, Removing, Replacing and Recalibrating Motor Vehicle Advanced Driver Assistance System Components	Assignment	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 5 Grading

### Grading of individual assessments

Assignments will be graded as Pass only as detailed in the Assessment Pack.

Multiple choice tests will be graded as Pass/Merit/Distinction apart from the elective units 7290-601, 602, 603, and 830 which are graded Pass only.

### Grading of qualifications

The overall grading of this qualification is Pass/Fail only.

All assessments, within the designated rules of combination must be achieved at a minimum of **Pass** for the qualification to be awarded.

## 6 Units

### Structure of the units

Each unit will follow the following format:

- City & Guilds reference number
- Title
- Level
- Guided learning hours (GLH)
- Relationship to NOS
- Assessment type
- Aim
- Learning outcomes, which are comprised of a number of assessment criteria
- Supporting information (unit range) where applicable

A unit describes what is expected of a competent person in particular aspects of his/her job.

Each **unit** is divided into **learning outcomes** which describe in further detail the skills and knowledge that a candidate should possess.

Each **learning outcome** has a set of **assessment criteria** which specify the desired criteria that have to be satisfied before an individual can be said to have performed to the agreed standard.

**Supporting information** define the breadth or scope of a learning outcome and its assessment criteria by setting out the various circumstances in which they are to be applied.

## Unit 001

# Skills in Health, Safety and Good Housekeeping in the Automotive Environment

<b>Level:</b>	Level 2
<b>GLH:</b>	60
<b>Relationship to NOS:</b>	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.
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	This unit enables the learner to develop skills to carry out day to day work area cleaning, clearing away, dealing with spillages and disposal of waste, used materials and debris and identify hazards and risks in the automotive workplace and comply with relevant legislation and good practice.

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

<b>Learning outcome</b>	<b>The learner will:</b>
2. be able to carry out effective housekeeping practices in the automotive environment	
<b>Assessment criteria</b>	
The learner can:	
2.1 select and use cleaning equipment which is of the right type and suitable for the task	
2.2 use utilities and appropriate consumables, avoiding waste	
2.3 use materials and equipment to carry out cleaning and maintenance duties in allocated work areas, following automotive work environment policies, schedules and manufacturers' instructions	
2.4 perform housekeeping activities safely and in a way which minimizes inconvenience to customers and staff	
2.5 keep the work area clean and free from debris and waste materials	
2.6 keep tools and equipment fit for purpose by regular cleaning and keeping tidy	
2.7 dispose of used cleaning agents, waste materials and debris to comply with legal and workplace requirements.	

<b>Learning outcome</b>	<b>The learner will:</b>
3. be able to recognise and deal with dangers to work safely within the automotive workplace	
<b>Assessment criteria</b>	
The learner can:	
3.1 name and locate the responsible persons for health and safety in their relevant workplace	
3.2 identify and report working practices and hazards which could be harmful to themselves or others	
3.3 carry out safe working practices whilst working with equipment, materials and products in the automotive environment	
3.4 rectify health and safety risks encountered at work, within the scope and capability of their job role.	

<b>Learning outcome</b>	<b>The learner will:</b>
4. be able to conduct themselves responsibly	
<b>Assessment criteria</b>	
The learner can:	
4.1 show personal conduct in the workplace which does not endanger the health and safety of themselves or others	
4.2 display suitable personal presentation at work which ensures the health and safety of themselves and others at work.	

## Unit 003

# Skills in Supporting Job roles in the Automotive Work Environment

<b>Level:</b>	Level 3
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is linked to G3 Maintain Working Relationships in the Motor Vehicle Environment.
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	This unit enables the learner to 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.

<b>Learning outcome</b>	<b>The learner will:</b>
1. be able to work effectively within the organisational structure of the automotive work environment	
<b>Assessment criteria</b>	
The learner can	
1.1 respond promptly and willingly to requests for assistance from customers and colleagues	
1.2 refer customers and colleagues to the correct person should requests fall outside their responsibility and capability.	

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

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

<b>Learning outcome</b>	<b>The learner will:</b>
4. be able to develop and keep good working relationships in the automotive work environment	
<b>Assessment criteria</b>	
The learner can	
4.1 contribute to teamwork 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 in the Automotive Environment

<b>Level:</b>	Level 2
<b>GLH:</b>	60
<b>Relationship to NOS:</b>	This unit is linked to G4 Use of hand tools and equipment in motor vehicle engineering.
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	This unit enables the learner to develop the skills required to correctly select, care and use key hand tools and measuring devices for modification, fabrication and repair in the automotive environment. To correctly prepare and use common work environment equipment and the correct selection and fabrication of materials used when modifying and repairing. Including the correct application of automotive engineering fabrication and fitting principles.

<b>Learning outcome</b>	<b>The learner will:</b>
1. be able to select, maintain and use hand tools and measuring devices in the automotive environment	
<b>Assessment criteria</b>	
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.

<b>Learning outcome</b>	<b>The learner will:</b>
	2. be able to prepare and use common workshop equipment
<b>Assessment criteria</b>	
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.	

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

<b>Learning outcome</b>	<b>The learner will:</b>
	4. be able to apply automotive engineering, fabrication and fitting principles when modifying and repairing vehicles and components
<b>Assessment criteria</b>	
The learner can:	
4.1 use correct procedures when:	
a. filing	
b. tapping threads	
c. cutting plastics and metals	
d. drilling plastics and metals	
e. fitting	
4.2 use appropriate techniques when fabricating, repairing and modifying vehicles and components	
4.3 select and use:	
a. gaskets	
b. seals	
c. sealants	
d. fittings and fasteners	
4.4 apply modification and repair techniques to automotive electrical circuits	
4.5 select and use locking, fixing and fastening devices.	

## Unit 008

# Skills to Identify and Agree Motor Vehicle Customer Service Needs

<b>Level:</b>	Level 3
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is linked to G8 Identify and agree the motor vehicle customer needs.
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	This unit enables the learner to develop the skills to gain information from customers on their perceived needs; give advice and information and agree a course of action; contract for the agreed work and complete all necessary records and instructions.

Learning outcome	The learner will:
	1. be able to obtain relevant information from the customer
<b>Assessment criteria</b>	
The learner can:	
1.1 obtain and interpret sufficient, relevant information, from the customer to make an assessment of their needs	
1.2 clarify customer and vehicle needs by referring to vehicle data and operating procedures.	

Learning outcome	The learner will:
	2. be able to provide relevant information to the customer
<b>Assessment criteria</b>	
The learner can:	
2.1 provide customers with accurate, current and relevant advice and information, in a form that the customer will understand	
2.2 demonstrate techniques which encourage customers to ask questions and seek clarification during conversation.	

<b>Learning outcome</b>	<b>The learner will:</b>
	3. be able to agree work undertaken with the customer
<b>Assessment criteria</b>	
The learner can:	
3.1 summarise and record work agreed with the customer, before accepting the vehicle	
3.2 implement confirmation of the agreement by ensuring customer understanding.	

<b>Learning outcome</b>	<b>The learner will:</b>
	4. be able to ensure recording systems are implemented correctly
<b>Assessment criteria</b>	
The learner can:	
4.1 use recording systems which are accurate and complete, in the required format and signed by the customer where necessary	
4.2 perform the next stage in the process by passing on completed records to the correct person promptly	
4.3 demonstrate correct procedures for customer approval where the contracted agreement is likely to be exceeded.	

## Unit 051

# Knowledge of Health, Safety and Good Housekeeping in the Automotive Environment

<b>Level:</b>	Level 2
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	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.
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	This unit enables the learner to develop knowledge in routine maintenance and cleaning of the automotive environment and using resources economically. It will also provide skills in Health and Safety legislation and 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.

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

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

2.7 describe procedures for starting and ending the working day which ensure effective housekeeping practices are followed.

<b>Learning outcome</b>	<b>The learner will:</b>
3.	understand key health and safety requirements relevant to the automotive environment
<b>Assessment criteria</b>	
The learner can:	
3.1	list the main legislation relating to automotive environment health and safety.
3.2	describe the general legal duties of employers and employees required by current health and safety legislation
3.3	describe key, current health and safety requirements relating to the automotive environment.
3.4	describe why workplace policies and procedures relating to health and safety are important.

<b>Learning outcome</b>	<b>The learner will:</b>
4.	understand about hazards and potential risks relevant to the automotive environment
<b>Assessment criteria</b>	
The learner can:	
4.1	identify key hazards and risks in an automotive environment
4.2	describe policies and procedures for reporting hazards, risks, health and safety matters in the automotive environment.
4.3	state precautions and procedures which need to be taken when working with vehicles, associated materials, tools and equipment.
4.4	identify fire extinguishers in common use and which types of fire they should be used on
4.5	identify key warning signs and their characteristics that are found in the vehicle repair environment.
4.6	state the meaning of common product warning labels used in an automotive environment.

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

Supporting information

**Candidates will be assessed on the assessment criteria as specified within the unit and the following supporting information is included to support centres in terms of teaching and delivery.**

### **Economic use of Resources**

- a. Consumable materials e.g., grease, oils, split pins, locking and fastening devices 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. Trainees' personal responsibilities and limits of their authority with regard to work equipment.
- b. Risk assessment of the workplace activities and work equipment.
- c. Workplace person responsible for training and maintenance of workplace equipment.

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

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

- a. 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 e.g., hazardous substances.
- i. The correct selection and use of extraction equipment.

**PPE to include:**

- a. typical maintenance procedures for PPE equipment to include:
- b. typical maintenance log
- c. cleaning procedures
- d. filter maintenance
- e. variation in glove types
- f. air quality checks.
- g. choice and fitting procedures for masks and air breathing equipment.
- h. typical workplace processes which would require the use of PPE to include:
  - i. welding
  - j. sanding and grinding
  - k. filling
  - l. panel removal and replacement
  - m. drilling
  - n. cutting
  - o. chiselling
  - p. removal of broken glass
  - q. removal of rubber seals from fire damaged vehicles
  - r. removal of hypodermic needles
  - s. servicing activities
  - t. roadside recovery.
  - u. unserviceable PPE.
  - v. 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. CO<sub>2</sub>

- 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.
  - iv. shapes and meaning of warning signs:
    - v. round
    - vi. triangular
    - vii. square.
    - viii. The meaning of prohibitive warning signs in common use.
    - ix. The meaning of mandatory warning signs in common use.
    - x. The meaning of warning notices in common use.
    - xi. General design of safe place warning signs.

**Hazards and risks to include:**

- a. the difference between a risk and a hazard.
- b. potential risks resulting from:
  - i. the use and maintenance of machinery or equipment
  - ii. the use of materials or substances
  - iii. accidental breakages and spillages
  - iv. unsafe behaviour
  - v. working practices that do not conform to laid down policies
  - vi. environmental factors
  - vii. personal presentation
  - viii. unauthorised personal, customers, contractors etc entering your work premises
  - ix. working by the roadside
  - x. vehicle recovery.

- c. the employee's responsibilities in identifying and reporting risks within their working environment.
- d. the method of reporting risks that is outside your limits of authority.
- e. potential causes of:
  - f. fire
  - g. explosion
  - h. noise
  - i. harmful fumes
  - j. slips
  - k. trips
  - l. falling objects
- m. accidents whilst dealing with broken down vehicles.

### **Personal responsibilities**

- a. The purpose of workplace policies and procedures on:
  - i. the use of safe working methods and equipment
  - ii. the safe use of hazardous substances
  - iii. smoking, eating, drinking and drugs
  - iv. emergency procedures
  - v. personal appearance.
    - i. 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:
  - a. moving the injured party
  - b. removing foreign objects from wounds or eyes
  - c. inducing vomiting
  - d. straightening deformed limbs.

## Unit 053

## Knowledge of Support for Job Roles in the Automotive Work Environment

<b>Level:</b>	Level 3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to G3 Maintain Working Relationships in the Motor Vehicle Environment.
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	This unit enables the learner to develop an understanding of how to keep good working relationships with all colleagues in the automotive work environment by using effective communication and support skills.

Learning outcome	The learner will:
1.	understand key organisational structures, functions and roles within the automotive work environment
<b>Assessment criteria</b>	
The learner can:	
1.1	identify the purpose of the different sections of a typical automotive work environment
1.2	explain organisational structures and lines of communication within the automotive work environment
1.3	explain levels of responsibility within specific job roles in an automotive workplace. To include: <ol style="list-style-type: none"> <li>a. trainee</li> <li>b. skilled technician</li> <li>c. supervisor</li> <li>d. manager.</li> </ol>

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
<b>Assessment criteria</b>	
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.

<b>Learning outcome</b>	<b>The learner will:</b>
3. understand the importance of different types of communication within the automotive work environment	
<b>Assessment criteria</b>	
The learner can:	
3.1	explain where 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 informed and uninformed people.

<b>Learning outcome</b>	<b>The learner will:</b>
4. understand communication requirements when carrying out vehicle repairs in the automotive work environment	
<b>Assessment criteria</b>	
The learner can:	
4.1	explain how to report using written and verbal communication
4.2	explain the importance of documenting information relating to work carried out in the automotive environment
4.3	explain the importance of working to agreed timescales.

<b>Learning outcome</b>	<b>The learner will:</b>
5. understand how to develop good working relationships with colleagues and customers in the automotive workplace	
<b>Assessment criteria</b>	
The learner can:	
5.1	describe how to develop positive working relationships with colleagues and customers
5.2	explain the importance of developing positive working relationships
5.3	explain the importance of accepting other peoples' views and opinions
5.4	explain the importance of making and honouring realistic commitments to colleagues and customers.

## Unit 053

# Knowledge of Support for Job Roles in the Automotive Work Environment

Supporting information

**Candidates will be assessed on the assessment criteria as specified within the unit and the following supporting information is included to support centres in terms of teaching and delivery.**

### **The structure of a typical vehicle repair business**

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

### **Sources of information**

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

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

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

**Methods of communication:**

- a. verbal
- b. signs and notices
- c. memos
- d. telephone
- e. electronic mail
- f. vehicle job card
- g. notice boards
- h. SMS text messaging
- i. letters.
- j. Organisational and customer requirements:
  - i. importance of time scales to customer and organization
  - ii. relationship between time and costs
  - iii. meaning of profit.
- k. Choice of communication
  - i. distance
  - ii. location
  - iii. job responsibility.
- l. 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 in the Automotive Environment

<b>Level:</b>	Level 2
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is linked to G4 Use of hand tools and equipment in Motor Vehicle Engineering.
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	This unit enables the learner to develop the understanding required to correctly select, care and use key hand tools and measuring devices for modification, fabrication and repair in the automotive environment. To correctly prepare and use common work environment equipment and the correct selection and fabrication of materials used when modifying and repairing. Including 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	
<b>Assessment criteria</b>	
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	
<b>Assessment criteria</b>	
The learner can:	

- |   |
|---|
| 2.1 describe the preparation and safe use of workshop equipment |
| 2.2 explain the term: safe working load.                        |

<b>Learning outcome</b>	<b>The learner will:</b>
3. understand how to select materials when fabricating, modifying and repairing vehicles and fitting components	
<b>Assessment criteria</b>	
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.	

<b>Learning outcome</b>	<b>The learner will:</b>
4. understand how to apply automotive engineering, fabrication and fitting principles when modifying and repairing vehicles and components	
<b>Assessment criteria</b>	
The learner can:	
4.1 describe how to tap threads, file, cut and drill plastics and metals when modifying or repairing vehicles	
4.2 describe how to measure, mark out, shape and join materials when fabricating	
4.3 describe the selection and fitting procedures of the following:	
a. gaskets and seals	
b. sealants and adhesives	
c. fittings and fasteners	
d. electrical circuit components	
4.4 identify locking, fastening and fixing devices	
4.5 state the importance of current operating specifications for limits, fits and tolerances in the automotive environment.	

## Unit 054

# Knowledge of Materials, Fabrication, Tools and Measuring Devices in the Automotive Environment

Supporting information

**Candidates will be assessed on the assessment criteria as specified within the unit and the following supporting information is included to support centres in terms of teaching and delivery.**

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

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

**Common measuring devices used for fabrication and fitting in the automotive environment.**

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.

**The 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
- 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 058

# Knowledge of How to Identify and Agree Motor Vehicle Customer Service Needs

<b>Level:</b>	Level 3
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to G8 Identify and Agree the Motor Vehicle Customer Needs.
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	This unit enables the learner to develop an understanding of how to gain: information from customers on their perceived needs; give advice and information and agree a course of action; contract for the agreed work and complete all necessary records and instructions.

Learning outcome	The learner will:
	1. understand legislative and organisational requirements and procedures
<b>Assessment criteria</b>	
The learner can:	
1.1 describe the fundamental legal requirements of current consumer legislation and the consequences of their own actions in respect of this legislation	
1.2 describe the content and limitations of company and product warranties for the vehicles dealt with by their company	
1.3 explain the limits of their own authority for accepting vehicles	
1.4 explain the importance of keeping customers informed of progress	
1.5 describe their workplace requirements for the completion of records	
1.6 explain how to complete and process all the necessary documentation.	

Learning outcome	The learner will:
	2. understand how to communicate and care for customers
<b>Assessment criteria</b>	
The learner can:	
2.1 explain how to communicate effectively with customers	
2.2 describe how to adapt their language when explaining technical matters to non-technical customers	
2.3 explain how to use effective questioning techniques	
2.4 describe how to care for customers and achieve customer satisfaction.	

<b>Learning outcome</b>	<b>The learner will:</b>
3. understand company products and services	
<b>Assessment criteria</b>	
The learner can:	
3.1 describe the range of options available to resolve vehicle problems	
3.2 describe the range and type of services offered by their company	
3.3 explain the effect of resource availability upon the receipt of customer vehicles and the completion work	
3.4 explain how to access costing and work completion time information.	

## Unit 105

## Skills in Inspecting Light Vehicles Using Prescribed Methods

<b>Level:</b>	Level 2
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to LV05 Inspect Motor Vehicles Using Prescribed Methods.
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	This unit enables the learner to develop skills to carry out a range of light vehicle inspections on vehicles using a variety of prescribed testing and inspection methods.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	be able to work safely when carrying out light vehicle inspections using prescribed methods
<b>Assessment criteria</b>	
The learner can:	
1.1	use suitable personal and vehicle protective equipment throughout all light vehicle inspection activities
1.2	work in a way which minimises the risk of damage to the vehicle and its systems and the surrounding area, including: a. damage to other vehicle systems b. damage to other vehicle components and units c. contact with leakage d. contact with hazardous substances
1.3	prepare the vehicle systems and work area for safe working procedures, as appropriate to the vehicle.

<b>Learning outcome</b>	<b>The learner will:</b>
2.	be able to use relevant information to carry out the task
<b>Assessment criteria</b>	
The learner can:	
2.1	select suitable sources of technical information to support vehicle inspection activities including: a. vehicle technical data b. inspection procedures c. legal requirements
2.2	use technical information to support light vehicle inspection activities.

<b>Learning outcome</b>	<b>The learner will:</b>
	3. be able to use appropriate tools and equipment
<b>Assessment criteria</b>	
The learner can:	
3.1 select, prepare and check the appropriate tools and equipment required following manufacturers' instructions for carrying out a range of inspections on light vehicle systems	
3.2 ensure that equipment has been calibrated to meet manufacturers' and legal requirements	
3.3 use the correct tools and equipment in the way specified by manufacturers when carrying out a range of inspections on light vehicle systems.	

<b>Learning outcome</b>	<b>The learner will:</b>
	4. be able to carry out systematic light vehicle inspections using prescribed methods
<b>Assessment criteria</b>	
The learner can:	
4.1 carry out systematic light vehicle inspections using prescribed methods, adhering to the correct specifications and tolerances for the vehicle and following <ul style="list-style-type: none"> <li>a. the manufacturer's approved inspection methods</li> <li>b. recognised workplace procedures</li> <li>c. health, safety and environmental requirements</li> </ul>	
4.2 ensure that inspected light 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"> <li>a. differences from the vehicle specification</li> <li>b. vehicle appearance and condition faults</li> <li>c. variation from legal requirements</li> </ul>	
4.4 use suitable testing methods to evaluate the performance of the inspected systems	
4.5 complete all inspection activities within the agreed timescale.	

<b>Learning outcome</b>	<b>The learner will:</b>
	be able to record information and make suitable recommendations
<b>Assessment criteria</b>	
The learner can:	
4.6 ensure your records are accurate, complete and passed to the relevant person(s) within the agreed timescale and in the format required	
4.7 make suitable and justifiable recommendations for cost effective repairs based upon the results of your tests and inspections	
4.8 identify and report any unexpected delays in completion to the relevant person(s) promptly	
4.9 record and report any additional faults noticed during the course of their work promptly in the format required.	

## Unit 107

# Skills in Diagnosing and Rectifying Light Vehicle Combustion Engine and Component Faults

<b>Level:</b>	Level 3
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to LV07 Diagnose and Rectify Light Vehicles Engine and Component Faults.
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	This unit allows the learner to demonstrate they can diagnose and rectify light vehicle combustion engine mechanical, electrical, hydraulic and fluid systems faults. It also covers the evaluation of performance of the replaced or repaired units and systems. This includes SI, CI, Hybrid and alternative fuel vehicles.

Learning outcome	The learner will:
1.	be able to work safely when carrying out light vehicle engine diagnostic and rectification activities
<b>Assessment criteria</b>	
The learner can:	
1.1	use suitable personal protective equipment and vehicle protective equipment when using light vehicle diagnostic methods and carrying out rectification activities
1.2	work in a way which minimises the risk of damage to the vehicle and its systems and the surrounding area including: <ol style="list-style-type: none"> <li>a. damage to other vehicle systems</li> <li>b. damage to other vehicle components and units</li> <li>c. contact with leakage</li> </ol>
1.3	contact with hazardous substances
1.4	prepare the vehicle systems and work area for safe working procedures, as appropriate to the vehicle.

Learning outcome	The learner will:
2.	be able to use relevant information to carry out the task
<b>Assessment criteria</b>	
The learner can:	
2.1	select suitable sources of technical information to support light vehicle diagnostic and rectification activities including: <ol style="list-style-type: none"> <li>a. vehicle technical data</li> <li>b. diagnostic test procedures</li> </ol>
2.2	use sufficient diagnostic information in a logical and systematic way to enable an accurate diagnosis of light vehicle engine system faults.

<b>Learning outcome</b>	<b>The learner will:</b>
3.	be able to use appropriate tools and equipment
<b>Assessment criteria</b>	
The learner can:	
3.1	select, prepare and check the appropriate tools and equipment required following manufacturers' instructions necessary for diagnostic and rectification activities
3.2	ensure that equipment has been calibrated to meet manufacturers' and legal requirements
3.3	use the correct tools and equipment in the way specified by manufacturers throughout all light vehicle combustion engine diagnostic and rectification activities.

<b>Learning outcome</b>	<b>The learner will:</b>
4.	be able to carry out light vehicle engine diagnosis, rectification and test activities
<b>Assessment criteria</b>	
The learner can:	
4.1	use diagnostic methods that are relevant to the symptoms presented
4.2	evaluate their assessment of dismantled sub-assemblies and identify their condition and suitability for repair or replacement accurately
4.3	carry out all diagnostic and rectification activities following: <ul style="list-style-type: none"> <li>a. workplace procedures and manufacturers' instructions</li> <li>b. recognised researched diagnostic and rectification methods</li> <li>c. health and safety and environmental requirements</li> </ul>
4.4	collect sufficient diagnostic information in a logical way to enable an accurate diagnosis of engine system faults
4.5	identify and record any system deviation from acceptable limits accurately
4.6	work in a way to ensure damage does not occur to components, other vehicle systems and units
4.7	ensure all repaired or replacement components and units conform to the vehicle operating specification and any legal requirements
4.8	Correctly adjust components and units correctly to ensure that they operate to meet system requirements
4.9	use testing methods that are suitable for assessing the performance of the system rectified
4.10	ensure the rectified light vehicle engine system performs to the vehicle operating specification and any legal requirements, prior to return to the customer.

<b>Learning outcome</b>	<b>The learner will:</b>
5.	be able to record information and make suitable recommendations
<b>Assessment criteria</b>	
The learner can:	
5.1	complete all system diagnostic activities within the agreed timescale
5.2	identify and report any anticipated delays in completion to the relevant person(s) promptly in the format required
5.3	record and report any additional faults noticed during the course of their work promptly in the format required
5.4	make suitable and justifiable recommendations for cost effective repairs
5.5	inform the relevant person(s) promptly where repairs are uneconomic or unsatisfactory to perform

5.6 ensure your records are accurate, complete and passed to the relevant person(s) within the agreed timescale in the format required.

## Unit 108

# Skills in Diagnosing and Rectifying Light Vehicle Chassis System Faults

<b>Level:</b>	Level 3
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to LV08 Diagnose and Rectify Light Vehicle Chassis System Faults.
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	This unit allows the learner to demonstrate they can diagnose and rectify light vehicle combustion engine mechanical, electrical, hydraulic and fluid systems faults. It also covers the evaluation of performance of the replaced or repaired units and systems. This includes SI, CI, Hybrid and alternative fuel vehicles.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	be able to work safely when carrying out light vehicle chassis diagnostic and rectification activities
<b>Assessment criteria</b>	
The learner can:	
1.1	use suitable personal protective and vehicle protective equipment when using light vehicle diagnostic methods and carrying out rectification activities
1.2	work in a way which minimises the risk of damage to the vehicle and its systems and the surrounding area. including: <ul style="list-style-type: none"> <li>a. damage to other vehicle systems</li> <li>b. damage to other vehicle components and units</li> <li>c. contact with leakage</li> <li>d. contact with hazardous substances</li> </ul>
1.3	prepare the vehicle systems and work area for safe working procedures, as appropriate to the vehicle.

<b>Learning outcome</b>	<b>The learner will:</b>
2.	be able to use relevant information to carry out the task
<b>Assessment criteria</b>	
The learner can:	
2.1	select suitable sources of technical information to support light vehicle diagnostic and rectification activities including: <ul style="list-style-type: none"> <li>a. vehicle technical data</li> <li>b. diagnostic test procedures</li> </ul>
2.2	use sufficient diagnostic information in a logical and systematic way to enable an accurate diagnosis of light vehicle chassis system faults.

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

**Assessment criteria**

The learner can:

- 3.1 select, prepare and check the appropriate tools and equipment required following manufacturers' instructions for diagnostic and rectification activities
- 3.2 ensure that equipment has been calibrated to meet manufacturers' and legal requirements
- 3.3 use the correct tools and equipment in the way specified by manufacturers throughout all light vehicle chassis diagnostic and rectification activities.

**Learning outcome**

**The learner will:**

4. be able to carry out light vehicle chassis diagnosis, rectification and test activities

**Assessment criteria**

The learner can:

- 4.1 use diagnostic methods that are relevant to the symptoms presented
- 4.2 evaluate their assessment of dismantled sub-assemblies and identify their condition and suitability for repair or replacement accurately
- 4.3 carry out all diagnostic and rectification activities following:
  - a. workplace procedures and manufacturers' instructions
  - b. recognised researched diagnostic and rectification methods
  - c. health and safety and environmental requirements
- 4.4 collect sufficient diagnostic information in a logical way to enable an accurate diagnosis of chassis system faults
- 4.5 identify and record any system deviation from acceptable limits accurately
- 4.6 work in a way to ensure damage does not occur to components, other vehicle systems and units
- 4.7 ensure all repaired or replacement components and units conform to the vehicle operating specification and any legal requirements
- 4.8 adjust components and units correctly to ensure that they operate to meet system requirements
- 4.9 use testing methods that are suitable for assessing the performance of the system rectified
- 4.10 ensure the rectified light vehicle chassis system performs to the vehicle operating specification and any legal requirements prior to return to the customer.

**Learning outcome**

**The learner will:**

5. be able to record information and make suitable recommendations

**Assessment criteria**

The learner can:

- 5.1 complete all system diagnostic activities within the agreed timescale
- 5.2 identify and report any anticipated delays in completion to the relevant person(s) promptly in the format required.
- 5.3 record and report any additional faults noticed during the course of their work promptly in the format required.
- 5.4 make suitable and justifiable recommendations for cost effective repairs
- 5.5 inform the relevant person(s) promptly where repairs are uneconomic or unsatisfactory to perform

5.6 ensure your records are accurate, complete and passed to the relevant person(s) within the agreed timescale in the format required.

## Unit 111

# Skills in Overhauling Light Vehicle Combustion Engine Mechanical Units

<b>Level:</b>	Level 3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to LV11 Overhaul Light Vehicle Mechanical Units.
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	This unit enables the learner to demonstrate skills in overhauling combustion engines. It also covers the evaluation of performance of the overhauled units and systems.

Learning outcome	The learner will:
1	be able to work safely when overhauling light vehicle combustion engine mechanical units
<b>Assessment criteria</b>	
The learner can:	
1.1 use suitable personal and vehicle protective equipment when working on light vehicle engine systems and components	
1.2 work in a way which minimises the risk of damage to the vehicle and its systems and the surrounding area including:	
a. damage to other vehicle systems	
b. damage to other vehicle components and units	
c. contact with leakage	
d. contact with hazardous substances	
1.3 prepare the vehicle systems and work area for safe working procedures, as appropriate to the vehicle.	

Learning outcome	The learner will:
2	be able to use relevant information to carry out the task
<b>Assessment criteria</b>	
The learner can:	
2.1 select suitable sources of technical information to support the overhauling of light vehicle engine units including:	
a. vehicle technical data	
b. overhauling procedures	
c. legal requirements	
2.2 use technical information to support the overhauling of light vehicle engine units.	

Learning outcome	The learner will:
3	be able to use appropriate tools and equipment
<b>Assessment criteria</b>	

The learner can:

- 3.1 select, prepare and check the appropriate tools and equipment required following manufacturers' instructions for overhauling light vehicle engine units
- 3.2 ensure that equipment has been calibrated to meet manufacturers' and legal requirements
- 3.3 use the correct tools and equipment in the way specified by manufacturers to overhaul light vehicle engine units.

<b>Learning outcome</b>	<b>The learner will:</b>
4	be able to carry out the overhauling of light vehicle engine mechanical units
<b>Assessment criteria</b>	
The learner can:	
4.1 carry out all overhauling of light vehicle engine mechanical units, adhering to the specifications and tolerances for the vehicle and following: <ol style="list-style-type: none"><li>a. the manufacturer's approved overhauling methods</li><li>b. recognised researched overhauling methods</li><li>c. health and safety and environmental requirements</li></ol>	
4.2 ensure the assessment of the dismantled unit identifies accurately its condition and suitability for overhaul	
4.3 inform the relevant person(s) promptly where an overhaul is uneconomic or unsatisfactory to perform	
4.4 use testing methods that comply with the manufacturer's requirements	
4.5 adjust the unit's components correctly where necessary to ensure that they operate to meet the vehicle operating requirements.	
4.6 ensure the overhauled units and assemblies conform to the vehicle operating specification and any legal requirements prior to return to customer.	

<b>Learning outcome</b>	<b>The learner will:</b>
5	be able to record information and make suitable recommendations
<b>Assessment criteria</b>	
The learner can:	
5.1 ensure your records are accurate, complete and passed to the relevant person(s) within the agreed timescale and in the format required	
5.2 make suitable and justifiable recommendations for cost effective repairs	
5.3 identify and report any unexpected delays in completion to the relevant person(s) promptly in the format required.	
5.4 record and report any additional faults noticed during the course of their work promptly in the format required.	

## Unit 113

# Skills in Diagnosing and Rectifying Light Vehicle Transmission and Driveline Faults

<b>Level:</b>	Level 3
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to LV13 Diagnose and Rectify Light Vehicle Transmission and Driveline System Faults.
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	This unit enables the learner to demonstrate they can diagnose and rectify light vehicle gearboxes, hubs and bearings, driveline shafts, clutches, differentials and final drive unit faults. It also covers the evaluation of performance of the replaced or repaired units and systems. This includes SI, CI, Hybrid and alternative fuel vehicles.

Learning outcome	The learner will:
1.	be able to work safely when carrying out light vehicle transmission and driveline diagnostic and rectification activities
<b>Assessment criteria</b>	
The learner can:	
1.1	use suitable personal protective and vehicle protective equipment when using light vehicle diagnostic methods and carrying out rectification activities
1.2	work in a way which minimises the risk of damage to the vehicle and its systems and the surrounding area. including: <ol style="list-style-type: none"> <li>damage to other vehicle systems</li> <li>damage to other vehicle components and units</li> <li>contact with leakage</li> <li>contact with hazardous substances</li> </ol>
1.3	prepare the vehicle systems and work area for safe working procedures, as appropriate to the vehicle.

Learning outcome	The learner will:
2.	be able to use relevant information to carry out the task
<b>Assessment criteria</b>	
The learner can:	
2.1	select suitable sources of technical information to support light vehicle diagnostic and rectification activities including: <ol style="list-style-type: none"> <li>vehicle technical data</li> <li>diagnostic test procedures</li> </ol>
2.2	use sufficient diagnostic information in a logical and systematic way to enable an accurate diagnosis of light vehicle transmission and driveline system faults.

<b>Learning outcome</b>	<b>The learner will:</b>
3.	be able to use appropriate tools and equipment
<b>Assessment criteria</b>	
The learner can:	
3.1	select, prepare and check the appropriate tools and equipment required following manufacturers' instructions for diagnostic and rectification activities
3.2	ensure that equipment has been calibrated to meet manufacturers' and legal requirements
3.3	use the correct tools and equipment in the way specified by manufacturers' throughout all light vehicle transmission and driveline diagnostic and rectification activities.

<b>Learning outcome</b>	<b>The learner will:</b>
4.	be able to carry out light vehicle transmission and driveline diagnosis, rectification and test activities
<b>Assessment criteria</b>	
The learner can:	
4.1	use diagnostic methods that are relevant to the symptoms presented
4.2	evaluate their assessment of dismantled sub-assemblies and identify their condition and suitability for repair or replacement accurately
4.3	carry out all diagnostic and rectification activities following: <ul style="list-style-type: none"> <li>a. workplace procedures and manufacturers' instructions</li> <li>b. recognised researched diagnostic and rectification methods</li> <li>c. health and safety and environmental requirements</li> </ul>
4.4	collect sufficient diagnostic information in a logical way to enable an accurate diagnosis of transmission and driveline system faults
4.5	identify and record any system deviation from acceptable limits accurately
4.6	work in a way to ensure damage does not occur to components, other vehicle systems and units
4.7	ensure all repaired or replacement components and units conform to the vehicle operating specification and any legal requirements
4.8	correctly adjust components and units when necessary to ensure that they operate to meet system requirements
4.9	use testing methods that are suitable for assessing the performance of the system rectified
4.10	ensure the light vehicle transmission and driveline system rectified performs to the vehicle operating specification and any legal requirements prior to return to customer.

<b>Learning outcome</b>	<b>The learner will:</b>
5.	be able to record information and make suitable recommendations
<b>Assessment criteria</b>	
The learner can:	
5.1	complete all system diagnostic activities within the agreed timescale
5.2	identify and report any anticipated delays in completion to the relevant person(s) promptly in the format required
5.3	record and report any additional faults noticed during the course of their work promptly in the format required.
5.4	make suitable and justifiable recommendations for cost effective repairs

- 5.5 inform the relevant person(s) promptly where repairs are uneconomic or unsatisfactory to perform
- 5.6 ensure your records are accurate, complete and passed to the relevant person(s) within the agreed timescale in the format required.

## Unit 121

## Skills in Overhauling Light Vehicle Transmission Units

<b>Level:</b>	Level 3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to LV11 Overhaul Light Vehicle Mechanical Units.
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	This unit allows the learner to demonstrate skills in overhauling gearboxes and final drive assemblies. It also covers the evaluation of performance of the overhauled units and systems.

<b>Learning outcome</b>	<b>The learner will:</b>
1	be able to work safely when overhauling light vehicle transmission units
<b>Assessment criteria</b>	
The learner can:	
1.1 use suitable personal and vehicle protective equipment when overhauling light vehicle transmission units	
1.2 work in a way which minimises the risk of damage to the vehicle and its systems and the surrounding area including:	
a. damage to other vehicle systems	
b. damage to other vehicle components and units	
c. contact with leakage	
d. contact with hazardous substances	
1.3 prepare the vehicle systems and work area for safe working procedures, as appropriate to the vehicle.	

<b>Learning outcome</b>	<b>The learner will:</b>
2	be able to use relevant information to carry out the task
<b>Assessment criteria</b>	
The learner can:	
2.1 select suitable sources of technical information to support the overhauling of light vehicle transmission units including:	
a. vehicle technical data	
b. overhauling procedures	
c. legal requirements	
2.2 use technical information to support the overhauling of light vehicle transmission units.	

<b>Learning outcome</b>	<b>The learner will:</b>
3	be able to use appropriate tools and equipment
<b>Assessment criteria</b>	

The learner can:

- 3.1 select, prepare and check the appropriate tools and equipment required following manufacturer's instructions for overhauling of light vehicle transmission systems
- 3.2 ensure that equipment has been calibrated to meet manufacturers' and legal requirements
- 3.3 use the correct tools and equipment in the way specified by manufacturers to overhaul light vehicle transmission units.

<b>Learning outcome</b>	<b>The learner will:</b>
4	be able to carry out the overhauling of light vehicle transmission units
<b>Assessment criteria</b>	
The learner can:	
4.1 carry out all overhauling of light vehicle transmission units, adhering to the specifications and tolerances for the vehicle and following: <ol style="list-style-type: none"><li>a. the manufacturer's approved overhauling methods</li><li>b. recognised researched overhauling methods</li><li>c. health and safety and environmental requirements</li></ol>	
4.2 ensure the assessment of the dismantled unit identifies accurately its condition and suitability for overhaul	
4.3 inform the relevant person(s) promptly where an overhaul is uneconomic or unsatisfactory to perform	
4.4 use testing methods that comply with the manufacturer's requirements	
4.5 adjust the unit's components correctly where necessary to ensure that they operate to meet the vehicle operating requirements	
4.6 ensure the overhauled units and assemblies conform to the vehicle operating specification and any legal requirements prior to return to customer.	

<b>Learning outcome</b>	<b>The learner will:</b>
5	be able to record information and make suitable recommendations
<b>Assessment criteria</b>	
The learner can:	
5.1 ensure your records are accurate, complete and passed to the relevant person(s) within the agreed timescale and in the format required	
5.2 make suitable and justifiable recommendations for cost effective repairs	
5.3 identify and report any unexpected delays in completion to the relevant person(s) promptly in the format required	
5.3 record and report any additional faults noticed during the course of their work promptly in the format required.	

## Unit 131

## Skills in Overhauling Light Vehicle Steering and Suspension Units

<b>Level:</b>	Level 3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to LV11 Overhaul Light Vehicle Mechanical Units.
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	This unit allows the learner to demonstrate skills in overhauling steering and suspension units. It also covers the evaluation of performance of the overhauled units and systems.

Learning outcome	The learner will:
1	be able to work safely when overhauling light vehicle steering and suspension units
<b>Assessment criteria</b>	
The learner can:	
1.1	use suitable personal and vehicle protective equipment when overhauling light vehicle steering and suspension units
1.2	work in a way which minimises the risk of damage to the vehicle and its systems and the surrounding area. including: a. damage to other vehicle systems b. damage to other vehicle components and units c. contact with leakage d. contact with hazardous substances
1.3	prepare the vehicle systems and work area for safe working procedures, as appropriate to the vehicle.

Learning outcome	The learner will:
2	be able to use relevant information to carry out the task
<b>Assessment criteria</b>	
The learner can:	
2.1	select suitable sources of technical information to support the overhauling of light vehicle steering and suspension units including: a. vehicle technical data b. overhauling procedures c. legal requirements
2.2	use technical information to support the overhauling of light vehicle steering and suspension units.

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

<b>Assessment criteria</b>
The learner can:
3.1 select, prepare and check the appropriate tools and equipment required following manufacturers' instructions for overhauling light vehicle steering and suspension units
3.2 ensure that equipment has been calibrated to meet manufacturers' and legal requirements
3.3 use the correct tools and equipment in the way specified by manufacturers to overhaul light vehicle steering and suspension units.

<b>Learning outcome</b>	<b>The learner will:</b>
4	be able to carry out the overhauling of light vehicle steering and suspension units
<b>Assessment criteria</b>	
The learner can:	
4.1	carry out all overhauling of light vehicle steering and suspension units, adhering to the specifications and tolerances for the vehicle and following: <ul style="list-style-type: none"> <li>a. the manufacturer's approved overhauling methods</li> <li>b. recognised researched overhauling methods</li> <li>c. health and safety and environmental requirements.</li> </ul>
4.2	ensure the assessment of the dismantled unit identifies accurately its condition and suitability for overhaul
4.3	inform the relevant person(s) promptly where an overhaul is uneconomic or unsatisfactory to perform
4.4	use testing methods that comply with the manufacturer's requirements
4.5	adjust the unit's components correctly where necessary to ensure that they operate to meet the vehicle operating requirements
4.6	ensure the overhauled units and assemblies conform to the vehicle operating specification and any legal requirements.

<b>Learning outcome</b>	<b>The learner will:</b>
5	be able to record information and make suitable recommendations
<b>Assessment criteria</b>	
The learner can:	
5.1	ensure your records are accurate, complete and passed to the relevant person(s) within the agreed timescale and in the format required
5.2	make suitable and justifiable recommendations for cost effective repairs
5.3	identify and report any unexpected delays in completion to the relevant person(s) promptly in the format required
5.4	record and report any additional faults noticed during the course of their work promptly in the format required.

## Unit 155

# Knowledge of Inspecting Light Vehicles Using Prescribed Methods

<b>Level:</b>	Level 2
<b>GLH:</b>	40
<b>Relationship to NOS:</b>	This unit is linked to LV05 Inspect Light Vehicles using Prescribed Inspection Methods and LV06 Inspect Light Vehicles.
<b>Assessment type:</b>	Multiple choice test
<b>Aim:</b>	This unit enables the learner to develop an understanding of how to carry out a range of inspections on light vehicles using a variety of prescribed testing and inspection methods.

Learning outcome	The learner will:
1	understand how to carry out inspections on light vehicles using prescribed methods
<b>Assessment criteria</b>	
The learner can:	
1.1 describe how to work safely when inspecting light vehicles using prescribed methods, including: <ul style="list-style-type: none"> <li>a. avoiding injury to self/others</li> <li>b. damage to vehicle systems, components and units</li> <li>c. contact with leakage and hazardous substances</li> <li>d. waste disposal (including environmental impact)</li> <li>e. when working on hybrid/electric and alternative fuel vehicles.</li> </ul>	
1.2 explain the difference between the various prescribed light vehicle inspection methods including: <ul style="list-style-type: none"> <li>a. pre-work</li> <li>b. post-work</li> <li>c. pre-delivery</li> <li>d. maintenance</li> <li>e. pre-MOT</li> <li>f. safety inspection</li> </ul>	
1.3 explain how to find interpret and use sources of technical information for scheduled maintenance activities	
1.4 describe the importance of using the correct sources of technical information, including identification codes	
1.5 identify how vehicle systems operate and the operational tolerances for the vehicle(s) on which you are working, including: <ul style="list-style-type: none"> <li>a. engine area</li> <li>b. transmission area</li> <li>c. chassis/frame area</li> <li>d. electrical area</li> </ul>	

- 1.6 identify the procedures involved in carrying out a logical and systematic inspection using prescribed inspection methods
- 1.7 identify the conformity of vehicle systems on light vehicles inspections
- 1.8 compare test and inspection results against light vehicle specification and legal requirements
- 1.9 describe the importance of making accurate records of the results of tests and inspections and interpreting them correctly
- 1.10 explain how to record and complete inspection and test results in the format required
- 1.11 identify how to make recommendations based upon the results of your inspections
- 1.12 explain the implications of failing to carry out light vehicle inspections activities correctly
- 1.13 describe the importance of work-based policies for the following:
  - a. vehicle inspection activities
  - b. working to agreed timescales and keeping others informed of progress
  - c. the relationship between time and costs and productivity
  - d. reporting anticipated delays to the relevant person(s) promptly
- 1.14 explain the implications of signing workplace documentation and vehicle records  
Including use of different types of formats in which records may be stored
- 1.15 explain the procedure for recognising and reporting cosmetic damage to light vehicle components and units outside normal inspection items.

## Unit 155

## Knowledge of Inspecting Light Vehicles Using Prescribed Methods

Supporting information

**Candidates will be assessed on the assessment criteria as specified within the unit and the following supporting information is included to support centres in terms of teaching and delivery.**

Knowledge to include pre and post work vehicle inspections and record findings to include Hybrid/electrical and alternative fuel vehicles.

- a. Personal protective equipment (PPE)
- b. Vehicle protective equipment (VPE) relating to:
  - i. vehicle body panels
  - ii. paint surfaces
  - iii. seats
  - iv. carpets and floor mats prior to conduction vehicle inspections.
- c. Prepare and use appropriate inspection equipment and tools.
- d. Inspection procedures following inspection checklists.
- e. Pre and post work vehicle inspection procedures.

Aural, 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.
- f. The methods for carrying out inspections for: damage, corrosion, fluid leaks, wear, security and condition to include:
  - i. engine systems
  - ii. chassis systems
  - iii. transmission systems
  - iv. brakes
  - v. steering
  - vi. suspension
  - vii. wheels
  - viii. tyres
  - ix. body panels and vehicle exterior
  - x. electrical and electronic systems and components
  - xi. vehicle seating and vehicle interior
  - xii. vehicle instrumentation
  - xiii. driver controls.
- g. Check conformity to manufacturer's specifications and legal requirements.
- h. Comply with manufacturer's recommended work times, job times set by your company or a job time agreed with a specific customer.
- i. Completion of documentation to include:
  - i. inspection records
  - ii. job cards

- iii. vehicle records.
- j. Make recommendations based on results of vehicle inspections.
- k. The checks necessary to ensure customer satisfaction for:
  - i. cleanliness of vehicle interior and exterior
  - ii. documentation completed prior to handover to customer (electronic/written)
  - iii. explanation to customer of additional work required on completion (if applicable).

## Unit 157

# Knowledge of Diagnosis and Rectification of Light Vehicle Combustion Engine Faults

<b>Level:</b>	Level 3
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to LV07 Diagnose and Rectify Light Vehicles Engine and Component Faults.
<b>Assessment type:</b>	Multiple choice test
<b>Aim:</b>	This unit enables the learner to develop an understanding of diagnosis and rectification of combustion engine mechanical, electrical, hydraulic and fluid systems. It also covers light vehicle engine systems and the evaluation of their performance.

Learning outcome	The learner will:
1.	understand how light vehicle engine systems operate
<b>Assessment criteria</b>	
The learner can:	
1.1 describe how to work safely when diagnosing and rectifying light vehicle chassis system faults, including:	
<ul style="list-style-type: none"> <li>a. avoiding injury to self/others</li> <li>b. damage to vehicle systems, components and units</li> <li>c. contact with leakage and hazardous substances</li> <li>d. waste disposal (including environmental impact)</li> <li>e. when working on hybrid/electric and alternative fuel vehicles.</li> </ul>	
1.2 explain the construction and operation of light vehicle engine systems to include:	
<ul style="list-style-type: none"> <li>a. SI fuel systems</li> <li>b. CI fuel systems</li> <li>c. ignition systems</li> <li>d. engine management</li> <li>e. valve mechanisms</li> <li>f. pressure charged induction systems</li> <li>g. exhaust emission reduction systems</li> <li>h. heating, ventilation and cooling</li> <li>i. hydraulic/pneumatic</li> <li>j. electrical/electronic</li> <li>k. engine mechanical</li> </ul>	
1.3 describe how light vehicle combustion engine systems interact and are dismantled, reassembled, measured and adjusted to manufacturers' specifications	
1.4 identify the types and causes of combustion engine, mechanical, electrical, electronic, hydraulic/pneumatic and fluid system, component and unit faults and failures	

- 1.5 identify vehicle operating specifications for limits, fits and tolerances relating to combustion engine, mechanical, electrical, electronic, hydraulic/pneumatic and fluid systems
- 1.6 explain how to assess the condition within the combustion engine, mechanical, electrical, electronic, hydraulic/pneumatic and fluid components and units
- 1.7 identify combustion engine, mechanical, electrical, hydraulic/pneumatic and fluid component and unit replacement procedures, the circumstances which will necessitate replacement and other possible courses of action
- 1.8 explain how combustion engine systems interlink and interact, including communication networks and multiplexing
- 1.9 compare light vehicle engine system components and assemblies against alternatives to identify differences in construction and operation
- 1.10 identify the engineering principles that are related to light vehicle engine systems:
  - a. volumetric efficiency
  - b. flame travel, pre ignition and detonation
  - c. fuel properties
  - d. composition of carbon fuels
  - e. combustion process
  - f. legal requirements for exhaust emissions.
- 1.11 describe the electrical and electronic principles associated with engine systems, including types of sensors and actuators, their application and operation.

Learning outcome	The learner will:
understand how to diagnose and rectify faults in light vehicle engine systems	
<b>Assessment criteria</b>	
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 describe how to analyse symptoms and causes of faults found in light vehicle engine systems</li> <li>2.2 explain systematic diagnostic techniques and testing of engine mechanical, electrical, electronic, hydraulic/pneumatic and fluid systems using prescribed processes or formats</li> <li>2.3 describe how engine mechanical, electrical, electronic, hydraulic/pneumatic and fluid systems are dismantled, reassembled, measured and adjusted to manufacturers' specifications when rectifying faults</li> <li>2.4 explain how to examine, measure and make suitable adjustments to the components</li> <li>2.5 explain how to select, prepare and use diagnostic and rectification equipment and interpret test results</li> <li>2.6 explain activities to identify and rectify the faults in the engine systems, mechanical, electrical, electronic and fluid systems</li> <li>2.7 explain how to source, interpret, evaluate and use information for diagnostic test results, including manufacturers tolerances and legal requirements</li> <li>2.8 explain how to evaluate the operation of components and systems following diagnosis and repair to confirm system performance.</li> <li>2.9 describe the importance of work-based policies for the following:           <ul style="list-style-type: none"> <li>a. information for diagnostic and rectification activities</li> <li>b. working to agreed timescales and keeping others informed of progress</li> <li>c. the relationship between time and costs and productivity</li> <li>d. reporting anticipated delays to the relevant person(s) promptly.</li> </ul> </li> </ul>	

## Unit 157

# Knowledge of Diagnosis and Rectification of Light Vehicle Combustion Engine Faults

Supporting information

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

Knowledge of diagnostic and rectification to include Hybrid and alternative fuel vehicles and components.

### **Single and multi-point and gasoline direct injection (GDI) petrol injection systems**

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

### **Engine management**

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

### **Valve mechanisms**

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

### **Pressure charged induction systems**

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

### **Terms associated with combustion**

- a. Flame travel, pre-ignition and detonation.
- b. Fuel properties:
  - i. octane rating
  - ii. cetane rating
  - iii. phases of combustion (diesel)
  - iv. volatility
  - v. composition of petrol and diesel fuels
  - vi. hydro-carbon content.
- c. Composition of carbon fuels (petrol and diesel):
  - i. % hydrogen and carbon (hydrocarbons – HC)
  - ii. composition of air
  - iii. % oxygen
  - iv. % nitrogen
- d. Combustion process for spark ignition and compression ignition engines:
  - i. air fuel ratio
  - ii. lambda ratio
  - iii. stoichiometric ratio.
- e. The by-products of combustion for different engine conditions and fuel mixtures:
  - i. CO
  - ii. CO<sub>2</sub>
  - iii. O
  - iv. N
  - v. H<sub>2</sub>O
  - vi. NO<sub>x</sub>.
  - vii. particulate matter (PM)

- f. Describe the legal requirements for exhaust emissions:
  - i. MOT requirements
  - ii. Current UK and European exhaust emissions

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

- a. How engine mechanical components are assessed and measured for wear and serviceability:
  - i. cylinder bores
  - ii. cylinder heads
  - iii. crankshaft journals
  - iv. valve faces
  - v. valve guides
  - vi. valve seats
  - vii. camshafts
- b. The methods used for the diagnosing, repairing and restoration of engine components.
  - i. compression testing (dry and wet)
  - ii. performance testing
  - iii. cylinder leakage test
  - iv. road testing where relevant.

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

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

### **Air conditioning systems and legal requirements**

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

### **Climate control systems**

- a. Identify components used in climate control systems including:
  - i. sensors
  - ii. speed controls
  - iii. control systems
  - iv. servomotors
  - v. electronic components.
- b. The layout of climate control systems.
- c. The operation of climate control system.

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

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

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

- a. Interpret information for:
  - i. diagnostic tests
  - ii. manufacturer's vehicle and equipment specifications
  - iii. use of equipment
  - iv. testing procedures
  - v. test plans
  - vi. legal requirements.

- b. The preparation of tools and equipment for use in diagnostic testing and assessment.
- c. Systematic assessment, testing and inspection of engine components and systems including:
  - i. mechanical system & component condition
  - ii. engine balance
  - iii. power balance
  - iv. performance and operation
  - v. wear
  - vi. run out
  - vii. alignment.
- d. Use of appropriate tools and equipment including:
  - i. compression tester
  - ii. leakage testers
  - iii. cylinder balance tester
  - iv. straight edge and feeler blades
  - v. measuring equipment
  - vi. coolant pressure tester
  - vii. combustion leak tester kit
- e. Evaluate and interpret test results from diagnostic testing.
- f. Compare test result and values with vehicle manufacturer's specifications and settings.
- g. The procedures for dismantling, components and systems and the use of appropriate equipment and procedures.
- h. Assess, examine and measure components including:
  - i. settings
  - ii. values
  - iii. condition
  - iv. wear and performance of components and systems.
- i. Probable faults:
  - i. malfunctions
  - ii. incorrect settings
  - iii. wear.
- j. Rectification or replacement procedures.
- k. Evaluate operation of components and systems following diagnosis and repair to confirm system performance.

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

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

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

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

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

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

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

- a. Locate and interpret information for:
  - i. diagnostic tests
  - ii. manufacturer's vehicle and equipment specifications
  - iii. use of equipment
  - iv. testing procedures
  - v. test plans
  - vi. fault codes
  - vii. legal requirements.
- b. The preparation of tools and equipment for use in diagnostic testing and assessment.
- c. Conduct systematic assessment, testing of engine systems including:
  - i. component condition and performance
  - ii. component settings
  - iii. component values
  - iv. electrical and electronic values
  - v. system performance and operation
  - vi. use of appropriate tools and equipment including gauges
  - vii. multi-meter
  - viii. oscilloscope
  - ix. diagnostic tester
  - x. manufacturer's dedicated equipment
  - xi. exhaust gas analyser
  - xii. fuel pressure tester
  - xiii. vacuum and pressure tester
- d. Evaluate and interpret test results from diagnostic testing.

- e. Compare test result, values and fault codes with vehicle manufacturer's specifications and settings.
- f. The procedures for dismantling, components and systems using appropriate equipment.
- g. Assess, examine and measure components including:
  - i. settings
  - ii. voltages
  - iii. current consumption
  - iv. resistance
  - v. output patterns with oscilloscope
  - vi. condition
  - vii. wear and performance of components and systems
  - viii. electrical safety procedure
  - ix. hazards (Hybrid and alternative fuel vehicles and components)
  - x. input and output values
  - xi. electrical symbols
- h. Identify probable faults and indications of:
  - i. faults
  - ii. malfunctions
  - iii. incorrect settings
  - iv. wear
  - v. values
  - vi. inputs and outputs
  - vii. fault codes.
- i. Rectification or replacement procedures.
- j. Evaluation and the operation of components and systems following diagnosis and repair to confirm system performance.

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

- a. System failure, malfunction or ineffectiveness of internal heating system, air conditioning system or climatic control system including:
  - i. leaks
  - ii. abnormal noise
  - iii. failure to operate
  - iv. control faults
  - v. inadequate operation.
- b. Evaluate and interpret test results from diagnostic testing.
- c. Compare test result, values and fault codes with vehicle manufacturer's specifications and settings.
- d. How to dismantle, components and systems using appropriate equipment and procedures.
- e. How to assess, examine and measure components including: settings, input and output values, voltages, current consumption, resistance, pressures, condition, wear and performance of components and systems.
- f. Identification of probable faults and indications of faults, malfunctions, incorrect settings, wear, values, inputs and outputs, fault codes, pressures and leaks.
- g. Rectification or replacement procedures.
- h. Evaluation and operation of components and systems following diagnosis and repair to confirm system performance.
- 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
- iv. testing and programming components for correct operation (as necessary)
- v. cancelling of any fault codes and warning lights
- vi. documentation completed prior to handover to customer (electronic/written)
- vii. explanation to customer of work completed (if applicable).

## Unit 158

# Knowledge in Diagnosis and Rectification of Light Vehicle Chassis Faults

<b>Level:</b>	Level 3
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to LV08 Diagnose and Rectify Light Vehicle Chassis System Faults.
<b>Assessment type:</b>	Multiple choice test
<b>Aim:</b>	This unit enables the learner to develop an understanding of diagnosis and rectification of braking steering and suspension systems. It also covers light vehicle chassis systems and the evaluation of their performance.

Learning outcome	The learner will:
1	understand how the light vehicle chassis systems operate
<b>Assessment criteria</b>	
The learner can:	
1.1 describe how to work safely when diagnosing and rectifying light vehicle chassis system faults, including: <ol style="list-style-type: none"> <li>a. avoiding injury to self/others</li> <li>b. damage to vehicle systems, components and units</li> <li>c. contact with leakage and hazardous substances</li> <li>d. waste disposal (including environmental impact)</li> <li>e. when working on hybrid/electric and alternative fuel vehicles.</li> </ol>	
1.2 explain the construction and operation of light vehicle chassis systems, including: <ol style="list-style-type: none"> <li>a. electronic braking</li> <li>b. front and rear wheel geometry</li> <li>c. four-wheel steer</li> <li>d. hydraulic power steering</li> <li>e. electronic power steering</li> <li>f. self levelling suspension</li> <li>g. ride control system</li> </ol>	
1.3 describe how chassis systems interact and are dismantled, reassembled, measured and adjusted to manufacturers' specifications	
1.4 identify the types and causes of chassis mechanical, electrical, electronic, hydraulic/pneumatic and fluid system, component and unit faults and failures	
1.5 Identify vehicle operating specifications for limits, fits and tolerances relating to chassis mechanical, electrical, electronic, hydraulic/pneumatic and fluid systems	
1.6 explain how to assess the condition of the chassis mechanical, electrical, electronic, hydraulic/pneumatic and fluid components and units	
1.7 Identify chassis mechanical, electrical, hydraulic/pneumatic and fluid component and unit replacement procedures, the circumstances which will necessitate replacement and other possible courses of action	

- 1.8 explain how light vehicle chassis electrical systems interlink and interact, including communication networks and multiplexing systems
- 1.9 compare light vehicle chassis system components and assemblies against alternatives to identify differences in construction and operation
- 1.10 identify the engineering principles that are related to light vehicle chassis systems, including:
  - a. inertia force, mass and acceleration
  - b. laws of friction
  - c. statics (springs and torsion bars)
  - d. hydraulic machines.
- 1.11 describe the electrical and electronic principles associated with chassis systems, including types of sensors and actuators, their application and operation.

Learning outcome	The learner will:
2	understand how to diagnose and rectify faults in light vehicle chassis systems
<b>Assessment criteria</b>	
<p>The learner can:</p> <ul style="list-style-type: none"> <li>2.1 explain how to analyse symptoms and causes of faults found in light vehicle chassis systems</li> <li>2.2 explain systematic diagnostic techniques and testing of chassis systems, mechanical electrical, electronic, hydraulic/pneumatic and fluid systems using prescribed processes</li> <li>2.3 explain how chassis systems, mechanical, electrical, electronic, hydraulic/pneumatic and fluid systems are dismantled, reassembled, measured and adjusted to manufacturers' specifications</li> <li>2.4 explain how to examine, measure and make suitable adjustments to the components</li> <li>2.5 explain how to select, prepare and use diagnostic and rectification equipment and interpret test results</li> <li>2.6 explain activities to identify and rectify the faults in the chassis mechanical, electrical, electronic, hydraulic/pneumatic and fluid systems.</li> <li>2.7 explain how to source, interpret, evaluate and use information for diagnostic test results, including manufacturers tolerances, identification codes and legal requirements</li> <li>2.8 explain how to evaluate the operation of components and systems following diagnosis and repair to confirm system performance.</li> <li>2.9 explain the importance of work-based policies for the following:           <ul style="list-style-type: none"> <li>a. information for diagnostic and rectification activities</li> <li>b. working to agreed timescales and keeping others informed of progress</li> <li>c. the relationship between time and costs and productivity</li> <li>d. reporting anticipated delays to the relevant person(s) promptly.</li> </ul> </li> </ul>	

## Unit 158

# Knowledge in Diagnosis and Rectification of Light Vehicle Chassis Faults

Supporting information

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

Knowledge to include diagnostic and rectification for include Hybrid/electrical and alternative fuel vehicles.

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

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

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

- a. Layout of:
  - i. anti-lock braking systems (ABS)
  - ii. warning systems including type pressure monitoring systems (TPMS).
- b. Operation of:
  - i. hydraulic and electronic control units
  - ii. wheel speed sensors
  - iii. load sensors and proportioning valves
  - iv. hoses/brake pipes
  - v. cables and connectors.
- c. Advantage of ABS and EBD braking systems.
- d. The relationship and interaction of ABS braking with associated systems.

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

- a. Non-steered wheel geometry settings.
- b. Front/rear wheel geometry:
  - i. castor
  - ii. camber
  - iii. kingpin or swivel pin inclination
  - iv. negative offset
  - v. toe in and toe out
  - vi. toe out on turns

- vii. Ackerman principle
  - viii. slip angles
  - ix. self-aligning torque
  - x. oversteer and understeer
  - xi. torque steer
  - xii. neutral steer.
- c. The operation and layout of rear and four-wheel steering.
  - d. The construction and operation of power assisted steering systems:
    - i. hydraulic system
    - ii. power cylinders
    - iii. drive belts and pumps
    - iv. hydraulic valve (rotary, spool and flapper type).
  - e. The operation of:
    - i. electronic power steering systems (EPS)
    - ii. electrical and electronic components.

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

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

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

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

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

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

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

- a. Locate and interpret information for:
  - i. diagnostic tests
  - ii. vehicle and equipment specifications
  - iii. use of equipment
  - iv. testing procedures
  - v. test plans
  - vi. fault codes
  - vii. legal requirements.
- b. Prepare equipment for use in diagnostic testing.
- c. Conduct systematic testing and inspection of:
  - i. braking system
  - ii. ABS braking with and associated systems
  - iii. mechanical
  - iv. hydraulic
  - v. electrical and electronic systems.
- d. Using appropriate tools and equipment including:
  - i. multi-meters

- ii. oscilloscope
- iii. measuring equipment
- iv. brake roller tester
- e. Evaluate and interpret test results from diagnostic testing.
- f. Compare test result and values with vehicle manufacturer's specifications and settings.
- g. How to dismantle, components and systems using appropriate equipment and procedures.
- h. Assess, examine and evaluate the operation, settings, values, condition and performance of components and systems.
- i. Probable faults, malfunctions, incorrect settings.
- j. Rectification or replacement procedures.
- k. Operation of systems following diagnosis and repair to confirm operation and performance.

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

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

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

- a. Locate and interpret information for:
  - i. diagnostic tests
  - ii. vehicle and equipment specifications
  - iii. use of equipment
  - iv. testing procedures
  - v. test plans
  - vi. fault codes
  - vii. legal requirements.
- b. How to prepare equipment for use in diagnostic testing.
- c. Conduct systematic testing and inspection of:
  - i. steering systems
  - ii. mechanical
  - iii. hydraulic
  - iv. electrical and electronic systems
  - v. power assisted steering system.
- e.2 Using appropriate tools and equipment including:
  - i. multi-meters
  - ii. oscilloscope
  - iii. pressure gauges
  - iv. wheel alignment equipment
  - v. steering geometry equipment.
- d. Evaluate and interpret test results from diagnostic testing.
- e. Compare test result and values with vehicle manufacturer's specifications and settings.
- f. How to dismantle, components and systems using appropriate equipment and procedures.
- j. Assess, examine and evaluate the:
  - i. operation
  - ii. settings

- iii. values
- iv. condition and performance of components and systems.
- k. Probable faults, malfunctions, and incorrect settings.
- l. Rectification or replacement procedures.
- m. Operation of systems following diagnosis and repair to confirm operation and performance.

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

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

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

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

## **Measurements on components**

- a. To include:
  - i. settings
  - ii. voltages
  - iii. current consumption
  - iv. resistance
  - v. output patterns with oscilloscope
  - vi. condition
  - vii. wear and performance of components and systems
  - viii. electrical safety procedure
  - ix. hazards (Hybrid and alternative fuel vehicles and components)
  - x. input and output values
  - xi. electrical symbols.

## **The inspection and re-instatement of the vehicle following repair to ensure customer satisfaction:**

- a. To include:
  - i. cleanliness of vehicle interior and exterior
  - ii. security of components and fittings
  - iii. re-instatement of components and fittings
  - iv. testing and programming components for correct operation (as necessary)
  - v. cancelling of any fault codes and warning lights
  - vi. documentation completed prior to handover to customer (electronic/written)
  - vii. explanation to customer of work completed (if applicable).

## Unit 161

# Knowledge of Overhauling Light Vehicle Combustion Engine Mechanical Units

<b>Level:</b>	Level 3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to LV11 Overhaul Light Vehicle Mechanical Units.
<b>Assessment type:</b>	Multiple choice test
<b>Aim:</b>	This unit enables the learner to develop an understanding of the construction, operation and overhauling light vehicle combustion engine units and components.

Learning outcome	The learner will:
1	understand how to overhaul light vehicle engine units
<b>Assessment criteria</b>	
The learner can:	
1.1 describe how to work safely when overhauling light vehicle combustion engine units and components, including: <ol style="list-style-type: none"> <li>a. avoiding injury to self/others</li> <li>b. damage to vehicle systems, components and units</li> <li>c. contact with leakage and hazardous substances</li> <li>d. waste disposal (including environmental impact)</li> <li>e. when working on hybrid/electric and alternative fuel vehicles.</li> </ol>	
1.2 identify light vehicle engine unit components	
1.3 describe the construction and operation of light vehicle engine units	
1.4 describe the common and appropriate types of testing methods used to check the operation of combustion engine units and components and their purpose	
1.5 explain how to prepare, use and assess of all overhauling and testing equipment	
1.6 explain common symptoms, causes and faults found in light vehicle engine units	
1.7 explain methods used to identify engine unit faults	
1.8 explain how to evaluate and interpret test results found in diagnosing light vehicle engine unit faults and compare with manufacturers' specifications and settings	
1.9 explain how to examine, measure and make suitable adjustments to light vehicle engine components	
1.10 explain how light vehicle engine units are dismantled, overhauled and reassembled	
1.11 explain how to evaluate the operation and performance of replacement engine system units and components and the reassembled system against vehicle operating specifications and legal requirements.	

## Unit 161

# Knowledge of Overhauling Light Vehicle Combustion Engine Units

Supporting information

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

Knowledge to include, Hybrid and alternative fuel vehicles and components where applicable.

### Vehicle mechanical units

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

### How units are dismantled and reassembled

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

### Unit and assembly testing and evaluation procedures

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

### Faults associated with units and assemblies being overhauled

- a. Describe the causes of faults and failures associated within units and assemblies.
- b. How to make adjustments to meet final specification after testing and evaluation of assembled units and assemblies.

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

- a. The preparation, testing and use of:
  - i. tools and equipment
- b. Appropriate safety precautions:
  - i. Personal protective equipment (PPE)

- ii. Vehicle Protective Equipment (VPE)
- iii. Removal and replacing electrical and electronic components and systems.
- c. The importance of logical and systematic processes.
- d. The reasons why replacement components and units must meet the original specifications original equipment manufacturer (OEM)\_ – warranty requirements, to maintain performance, safety requirements.
- e. Refitting procedures.
- f. The inspection and testing of units and systems to ensure compliance with manufacturer's, legal and performance requirements.
- g. 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
  - iv. testing and programming components for correct operation (as necessary)
  - v. cancelling of any fault codes and warning lights
  - vi. documentation completed prior to handover to customer (electronic/written)
  - vii. explanation to customer of work completed (if applicable).

## Unit 163

# Knowledge of Diagnosis and Rectification of Light Vehicle Transmission and Driveline Faults

<b>Level:</b>	Level 3
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to LV13 Diagnose and Rectify Light Vehicle Transmission and Driveline System Faults.
<b>Assessment type:</b>	Multiple choice test
<b>Aim:</b>	This unit enables the learner to develop an understanding of diagnosis and rectification of light vehicle gearboxes, hubs and bearings, driveline shafts, clutches, differentials and final drive units. It also covers the evaluation of performance of the systems.

Learning outcome	The learner will:
1	understand how the light vehicle transmission and driveline systems operate
<b>Assessment criteria</b>	
<p>The learner can:</p> <p>1.1 describe how to work safely when diagnosing and rectifying light vehicle transmission and driveline system faults, including:</p> <ol style="list-style-type: none"> <li>avoiding injury to self/others</li> <li>damage to vehicle systems, components and units</li> <li>contact with leakage and hazardous substances</li> <li>waste disposal (including environmental impact)</li> <li>when working on hybrid/electric and alternative fuel vehicles.</li> </ol> <p>1.2 explain the construction and operation of transmission and driveline mechanical, electrical, electronic, hydraulic/pneumatic and fluid systems</p> <p>1.3 describe how transmission and driveline mechanical, electrical, electronic, hydraulic/pneumatic and fluid systems are dismantled, reassembled and adjusted</p> <p>1.4 identify the types and causes of transmission and driveline mechanical, electrical, electronic, hydraulic/pneumatic and fluid system, component and unit faults and failures</p> <p>1.5 identify vehicle operating specifications for limits, fits and tolerances relating to transmission and driveline, mechanical, electrical, electronic, hydraulic/pneumatic and fluid systems for the vehicle(s) on which you work</p> <p>1.6 explain how to assess the condition within the transmission and driveline, mechanical, electrical, electronic, hydraulic/pneumatic and fluid components and units</p> <p>1.7 identify transmission and driveline. mechanical, electrical, hydraulic/pneumatic and fluid component and unit replacement procedures, the circumstances which will necessitate replacement and other possible courses of action</p> <p>1.8 explain the interaction between electrical, electronic and mechanical components including communication networks and multiplexing</p> <p>1.9 compare light vehicle transmission and driveline system components and assemblies against alternatives to identify differences in construction and operation</p>	

1.10 identify electrical and engineering principles that are related to light vehicle transmission and driveline systems including:

- a. friction
- b. torque transmission
- c. materials
- d. fluids and energy
- e. potential and kinetic energy
- f. electric symbols, units and terms

1.11 describe the electrical and electronic principles associated with transmission and driveline systems, including types of sensors and actuators, their application and operation.

<b>Learning outcome</b>	<b>The learner will:</b>
2	understand how to diagnose and rectify faults in light vehicle transmission and driveline systems
<b>Assessment criteria</b>	
The learner can:	
2.1 explain how to analyse symptoms and causes of faults found in transmission and driveline systems	
2.2 explain systematic diagnostic techniques and testing of transmission and driveline, mechanical, electrical, electronic, hydraulic/pneumatic and fluid systems using prescribed processes	
2.3 describe how transmission, mechanical, electrical, electronic, hydraulic/pneumatic and fluid systems are dismantled, reassembled, measured and adjusted to manufacturers' specifications following repair	
2.4 explain how to find, interpret and use sources of information applicable to units and component removal and replacement within transmission and driveline systems	
2.5 explain how to examine, measure and make suitable adjustments to components	
2.6 explain how to select, prepare, check and use diagnostic testing equipment and rectification equipment for light vehicle transmission and driveline systems	
2.7 explain activities to identify and rectify the faults in the transmission, driveline mechanical, electrical, electronic, hydraulic/pneumatic and fluid systems.	
2.8 explain how to source, interpret, evaluate and use information for diagnostic test results, including manufacturers tolerances, identification codes and legal requirements	
2.9 explain how to evaluate the operation of components and systems following diagnosis and repair to confirm system performance	
2.10 describe the importance of work-based policies for the following:	
a. information for diagnostic and rectification activities	
b. working to agreed timescales and keeping others informed of progress	
c. the relationship between time and costs and productivity	
d. reporting anticipated delays to the relevant person(s) promptly.	

## Unit 163

# Knowledge of Diagnosis and Rectification of Light Vehicle Transmission and Driveline Faults

Supporting information

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

Knowledge to include Hybrid/electric and alternative fuel vehicles and components.

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

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

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

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

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

- c. The construction and operation of manual gearboxes:
  - i. different gear box designs
  - ii. gear arrangements
  - iii. shaft and bearing arrangements
  - iv. synchromesh devices
  - v. interlock mechanisms
  - vi. linkages
  - vii. overdrive
  - viii. lubrication.
- d. The construction and operation of automatic gearboxes including hydraulic and electronic control systems: operations of epicyclic gears (sun, planet, annulus and carrier), method for achieving different gear ratios using epicyclic gearing; hydraulic control systems, components and operation; electronic control system, components and operation.

- The construction, operation and the benefits of:
  - i. manual and semi-automated
  - ii. automatic
  - iii. constantly variable transmission (CVT)
  - iv. direct shift gearbox (DSG)
  - v. new technologies for transmission systems
- e. The construction and operation of final drive systems including:
  - i. conventional crown wheel and pinion
  - ii. differential gears
  - iii. limited slip differential
  - iv. new technologies for driveline systems.
- f. The construction and operation of light vehicle 4-wheel drive systems including third differential and differential locks.
- g. The operation of light vehicle traction control systems and launch control.
- h. The construction and operation of light vehicle hub arrangements.
- i. The construction and operation of:
  - i. drive shafts
  - ii. prop shafts including flexible joints and couplings
  - iii. universal joints
  - iv. constant velocity joints
  - v. sliding joints.

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

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

- iii. loss of drive.

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

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

### **Operation of systems following diagnosis and repair to confirm operation and performance**

- a. Measurements on components to include:
  - i. settings
  - ii. input and output values
  - iii. voltages
  - iv. current consumption
  - v. resistance
  - vi. output patterns with oscilloscope
  - vii. pressures
  - viii. condition
  - ix. wear and performance.

### **The inspection and re-instatement of the vehicle following repair to ensure customer satisfaction:**

- b. including:
  - i. cleanliness of vehicle interior and exterior
  - ii. security of components and fittings
  - iii. re-instatement of components and fittings
  - iv. testing and programming components for correct operation (as necessary)
  - v. cancelling of any fault codes and warning lights
  - vi. documentation completed prior to handover to customer (electronic/written)
  - vii. explanation to customer of work completed (if applicable).

## Unit 171

# Knowledge of Overhauling Light Vehicle Transmission Units

<b>Level:</b>	Level 3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to LV11 Overhaul Light Vehicle Mechanical Units.
<b>Assessment type:</b>	Multiple choice test
<b>Aim:</b>	This unit enables the learner to develop an understanding of the construction, operation and overhauling light vehicle gearboxes and final drive assemblies.

Learning outcome	The learner will:
1	understand how to overhaul light vehicle gearbox and final drive units
<b>Assessment criteria</b>	
The learner can:	
1.1 describe how to work safely when overhauling light vehicle gearboxes and final drive assemblies, including: <ol style="list-style-type: none"> <li>a. avoiding injury to self/others</li> <li>b. damage to vehicle systems, components and units</li> <li>c. contact with leakage and hazardous substances</li> <li>d. waste disposal (including environmental impact)</li> <li>e. when working on hybrid/electric and alternative fuel vehicles</li> </ol>	
1.2 identify light vehicle gearbox and final drive unit components	
1.3 describe the construction and operation of light vehicle gearbox and final drive units	
1.4 describe common and appropriate types of testing methods used to check the operation of transmission and driveline units and components and their purpose	
1.5 explain how to prepare and check the accuracy and operation of all overhauling and testing equipment	
1.6 explain common symptoms, causes and faults found in light vehicle gearbox and final drive units	
1.7 explain methods used to identify gearbox and final drive unit faults	
1.8 explain how to evaluate and interpret test results found in diagnosing light vehicle gearbox and final drive unit faults and compare with manufacturers' specifications and settings	
1.9 explain how to examine, measure and make suitable adjustments to light vehicle gearbox and final drive components	
1.10 explain how light vehicle gearbox and final drive units are dismantled, overhauled and reassembled.	
1.11 explain how to evaluate the operation and performance of replacement transmission and driveline units and components and the reassembled system against vehicle operating specifications and legal requirements.	

## Unit 171

# Knowledge of Overhauling Light Vehicle Transmission Units

Supporting information

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

Knowledge to include, Hybrid/electric and alternative fuel vehicles and components where applicable.

### **Vehicle transmission units**

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

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

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

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

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

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

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

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

- a. The preparation, testing and use of:
  - i. tools and equipment
  - ii. removal and replacement of electrical and electronic systems and components.
- b. Appropriate safety precautions:
  - i. Personal protective equipment (PPE)
  - ii. Vehicle protective equipment (VPE)
  - iii. Relevant and current legislation
  - iv. 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 original equipment manufacturer (OEM) – 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.

The inspection and re-instatement of the vehicle following repair to ensure customer satisfaction:

- a. Including:
  - i. cleanliness of vehicle interior and exterior
  - ii. security of components and fittings
  - iii. re-instatement of components and fittings
  - iv. testing and programming components for correct operation (as necessary)
  - v. cancelling of any fault codes and warning lights
  - vi. documentation completed prior to handover to customer (electronic/written)
  - vii. explanation to customer of work completed (if applicable).

## Unit 181

# Knowledge of Overhauling Light Vehicle Steering and Suspension Units

<b>Level:</b>	Level 3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to LV11 Overhaul Light Vehicle Mechanical Units.
<b>Assessment type:</b>	Multiple choice test
<b>Aim:</b>	This unit enables the learner to develop an understanding of the construction and operation and overhauling of steering and suspension units.

Learning outcome	The learner will:
1	understand how to overhaul light vehicle steering and suspension units
<b>Assessment criteria</b>	
The learner can	
1.1 describe how to work safely when overhauling light vehicle steering and suspension units, including: <ol style="list-style-type: none"> <li>a. avoiding injury to self/others</li> <li>b. damage to vehicle systems, components and units</li> <li>c. contact with leakage and hazardous substances</li> <li>d. waste disposal (including environmental impact)</li> <li>e. when working on hybrid/electric and alternative fuel vehicles</li> </ol>	
1.2 identify light vehicle steering and suspension unit component	
1.3 describe the construction and operation of light vehicle steering and suspension units	
1.4 describe the common and appropriate types of testing methods used to check the operation of steering and suspension units and components and their purpose	
1.5 explain how to prepare and check the accuracy and operation of all the overhauling and testing equipment required	
1.6 explain common symptoms, causes and faults found in light vehicle steering and suspension units	
1.7 explain methods used to identify steering and suspension unit faults	
1.8 explain how to evaluate and interpret test results found in diagnosing light vehicle steering and suspension unit faults and compare with manufacturers' specifications and settings	
1.9 explain how to examine, measure and make suitable adjustments to light vehicle steering and suspension components	
1.10 explain how light vehicle steering and suspension units are dismantled, overhauled and reassembled	
1.11 explain how to evaluate the operation and performance of replacement steering and suspension units and components and the reassembled system against vehicle operating specifications and legal requirements.	

## Unit 181

# Knowledge of Overhauling Light Vehicle Steering and Suspension Units

Supporting information

**Candidates will be assessed on the assessment criteria as specified within the unit. The following is included to support centres in terms of teaching and delivery.**

Knowledge to include, Hybrid/electric and alternative fuel vehicles and components where applicable.

### **Vehicle steering and suspension units**

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

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

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

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

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

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

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

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

- a. The preparation, testing and use of:
  - i. tools and equipment
  - ii. removal and replacement of electrical and electronic systems and components.
- b. Appropriate safety precautions:
  - i. Personal protective equipment (PPE)
  - ii. Vehicle protective equipment (VPE)
  - 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 (original equipment manufacturer (OEM – 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.

### **The inspection and re-instatement of the vehicle following repair to ensure customer satisfaction:**

cleanliness of vehicle interior and exterior

- i. security of components and fittings
- ii. re-instatement of components and fittings
- iii. testing and programming components for correct operation (as necessary)
- iv. cancelling of any fault codes and warning lights
- v. documentation completed prior to handover to customer (electronic/written)
- vi. explanation to customer of work completed (if applicable).

## Unit 218

# Skills in Removing and Fitting of Basic Light Vehicle Mechanical, Electrical and Trim (MET) Components and Non-Permanently Fixed Vehicle Body Panels

<b>Level:</b>	Level 2
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to BP18 Remove and Fit Basic Motor Mechanical, Electrical and Trim (MET) Components and Non Permanently Fixed Motor Vehicle Body Panels.
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	This unit enables the learner to demonstrate they can carry out a range of removal and fitting of basic mechanical, electrical and trim (MET) components and non-permanently fixed light vehicle body panels. It also covers the evaluation of the operation of the components when fitted.

<b>Learning outcome</b>	<b>The learner will:</b>
1.	be able to work safely when carrying out removal and fitting of basic MET components and non-permanently fixed light vehicle body panels
<b>Assessment criteria</b>	
The learner can	
1.1 use suitable personal protective equipment and vehicle coverings throughout all light vehicle removal and fitting of basic MET components and non-permanently fixed light vehicle body panels	
1.2 work in a way which minimises the risk of damage or injury to the vehicle, people and the environment.	

<b>Learning outcome</b>	<b>The learner will:</b>
2.	be able to use relevant information to carry out the task
<b>Assessment criteria</b>	
The learner can	
2.1 select suitable sources of technical information to support light vehicle removal and fitting activities including:	
a. vehicle technical data	
b. removal and fitting procedures	
c. legal requirements	
2.2 use technical information to support light vehicle removal and fitting activities.	

<b>Learning outcome</b>	<b>The learner will:</b>
3.	be able to use appropriate tools and equipment
<b>Assessment criteria</b>	

- 3.1 select the appropriate tools and equipment necessary for carrying out removal and fitting of basic MET components and non-permanently fixed light vehicle body panels
- 3.2 ensure that equipment has been calibrated to meet manufacturers' and legal requirements
- 3.3 use the correct tools and equipment in the way specified by manufacturers when carrying out removal and fitting of basic MET components and non-permanently fixed light vehicle body panels.

<b>Learning outcome</b>	<b>The learner will:</b>
4.	be able to carry out removal and fitting of basic MET components and non-permanently fixed light vehicle body panels
<b>Assessment criteria</b>	
The learner can	
4.1	remove and fit basic MET components and non-permanently fixed light vehicle body panels
4.2	ensure that the removal and fitting of basic MET components and non-permanently fixed light vehicle body panels conforms to the vehicle operating specification and any legal requirements
4.3	ensure no damage occurs to other components when carrying out removal and fitting of basic MET components and non-permanently fixed light vehicle body panels
4.4	ensure all components and panels are stored safely and in the correct location.

<b>Learning outcome</b>	<b>The learner will:</b>
5.	be able to record information and make suitable recommendations
<b>Assessment criteria</b>	
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 268

# Knowledge of Removing and Fitting of Basic Light Vehicle Mechanical, Electrical and Trim (MET) Components and Non-Permanently Fixed Vehicle Body Panels

<b>Level:</b>	Level 2
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to BP18 Remove and Fit Basic Motor Mechanical, Electrical and Trim (MET) Components and Non Permanently Fixed Motor Vehicle Body Panels.
<b>Assessment type:</b>	Multiple choice test
<b>Aim:</b>	This unit enables the learner to develop an understanding of carrying out a range of removal and fitting of basic mechanical, electrical and trim (MET) components and non-permanently fixed light vehicle body panels. It also covers the evaluation of the operation of the components when fitted.

Learning outcome	The learner will:
1. understand how to carry out removal and fitting of basic light vehicle mechanical electrical and trim (MET) components	
<b>Assessment criteria</b>	
The learner can	
1.1 identify the procedures involved in carrying out the systematic removal and fitting of basic light vehicle MET components to the standard required including: <ul style="list-style-type: none"> <li>a. bumpers</li> <li>b. headlamp units</li> <li>c. road wheels</li> <li>d. batteries</li> <li>e. bonnet and boot trim</li> <li>f. interior trim components</li> <li>g. exterior trim components</li> </ul>	
1.2 identify the procedures involved in working with supplementary safety systems when fitting basic light vehicle MET components	
1.3 identify the procedures involved in working with gas discharge headlamp systems when fitting basic light vehicle MET components	
1.4 explain the methods and procedures for storing removed light vehicle MET components	
1.5 identify the different types of fastenings and fixings used when removing and fitting light vehicle MET components	
1.6 explain the reasons for the use of different types of fastenings and fixings used in light vehicle MET components	
1.7 explain the procedures, methods and reasons for ensuring correct alignment of light vehicle MET components	
1.8 identify the quality checks that can be used to ensure correct alignment and operation of light vehicle MET components	

- 1.9 identify correct conformity of vehicle systems against light vehicle specification and legal requirements on completion
- 1.10 explain the procedure for reporting cosmetic damage to light vehicle MET components and units.

Learning outcome	The learner will:
2.	understand how to carry out removal and fitting of basic light vehicle non permanently fixed vehicle body panels
<b>Assessment criteria</b>	
<p>The learner can</p> <ul style="list-style-type: none"> <li>2.1 identify the procedures involved in carrying out the systematic removal and fitting of basic light vehicle non-welded, non-structural body panels to the standard required including: <ul style="list-style-type: none"> <li>a. wings</li> <li>b. doors</li> <li>c. bonnets</li> <li>d. boot lids and tailgates</li> <li>e. bumper bars, covers and components</li> </ul> </li> <li>2.2 identify the procedures involved in working with supplementary safety systems when fitting basic light vehicle non-welded, non-structural body panels</li> <li>2.3 explain the methods and procedures for storing removed light vehicle non-welded, non-structural body panels</li> <li>2.4 identify the different types of fastenings and fixings used when removing and fitting light vehicle non-welded, non-structural body panels</li> <li>2.5 explain the reasons for the use of different types of fastenings and fixings used in light vehicle non-welded, non-structural body panels</li> <li>2.6 explain the procedures, methods and reasons for ensuring correct alignment of light vehicle non-welded, non-structural body panels</li> <li>2.7 identify the quality checks that can be used to ensure correct alignment and operation of light vehicle non-welded, non-structural body panels</li> <li>2.8 identify correct conformity of vehicle systems against light vehicle specification and legal requirements on completion</li> <li>2.9 explain the procedure for reporting cosmetic damage to light vehicle non-welded, non-structural body panels.</li> </ul>	

## Unit 268

# Knowledge of Removing and Fitting of Basic Light Vehicle Mechanical, Electrical and Trim (MET) Components and Non-Permanently Fixed Vehicle Body Panels

Supporting information

**Candidates will be assessed on the assessment criteria as specified within the unit. The following is included to support centres in terms of teaching and delivery.**

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

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

**The processes involved when handling batteries**

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

### **Types of clips and fixings**

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

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

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

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

- a. Find, interpret and use sources of information applicable to the removal and fitting of basic non welded non-structural body panels.
- b. Select check and use all the tools and equipment required to remove and fit basic non welded non-structural body panels including:

- i. hinge pin removers
  - ii. spanners
  - iii. screwdrivers.
- c. The different types of mechanical fixings for non-welded non-structural body panels and when and why they should be used including:
  - i. bolts
  - ii. self-tapping bolts
  - iii. speed nuts
  - iv. washers.
- d. The correct procedures and processes for removing and fitting of non-welded non-structural body panels.
- e. The need for correct alignment of panels and methods to achieve this:
  - i. aperture gaps
  - ii. alignment of panel features
  - iii. best fit of components to panels
  - iv. vehicle geometry
  - v. operation of openings such as doors, tailgates, bonnets etc.
- f. The types of quality control checks that can be used to ensure correct alignment and contour of panels and operation of components to manufacturer's specification.
- g. The method of storing removed panels and the importance of storing them correctly.

## Unit 407

# Skills in Diagnosing and Rectifying Vehicle Auxiliary Electrical Faults

<b>Level:</b>	Level 3
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to AE06 Diagnose and Rectify Vehicle Electrical Units and Component Faults.
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	This unit enables the learner to demonstrate they can diagnose and rectify automotive vehicle auxiliary electrical system faults. It also covers the evaluation of performance of the replaced or repaired units and systems. This includes SI, CI, Hybrid and alternative fuel vehicles.

Learning outcome	The learner will:
1.	be able to work safely when carrying out automotive vehicle auxiliary electrical diagnostic and rectification activities
<b>Assessment criteria</b>	
The learner can:	
1.1	use suitable personal and vehicle protective equipment when carrying out auxiliary electrical diagnostic and rectification activities
1.2	work in a way which minimises the risk of damage to the vehicle and its systems and the surrounding area including: <ol style="list-style-type: none"> <li>a. damage to other vehicle systems</li> <li>b. damage to other vehicle components and units</li> <li>c. contact with leakage</li> <li>d. contact with hazardous substances</li> </ol>
1.3	prepare the vehicle systems and work area for safe working procedures, as appropriate to the vehicle.

Learning outcome	The learner will:
2.	be able to use relevant information to carry out the task
<b>Assessment criteria</b>	
The learner can:	
2.1	select suitable sources of technical information to support automotive vehicle diagnostic and rectification activities including: <ol style="list-style-type: none"> <li>a. vehicle technical data</li> <li>b. diagnostic test procedures</li> </ol>
2.2	use sufficient diagnostic information in a logical and systematic way to enable an accurate diagnosis of automotive auxiliary electrical system faults.

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

<b>Assessment criteria</b>
The learner can:
3.1 select, prepare and check the appropriate tools and equipment required following manufacturers' instructions for diagnostic and rectification activities
3.2 ensure that equipment has been calibrated to meet manufacturers' and legal requirements
3.3 use the correct tools and equipment required in the way specified throughout all automotive auxiliary electrical diagnostic and rectification activities.

<b>Learning outcome</b>	<b>The learner will:</b>
4.	be able to carry out automotive vehicle auxiliary electrical diagnosis, rectification and test activities

<b>Assessment criteria</b>
The learner can:
4.1 use diagnostic methods that are relevant to the symptoms presented
4.2 evaluate their assessment of dismantled sub-assemblies and identify their condition and suitability for repair or replacement accurately
4.3 carry out all diagnostic and rectification activities following:
a. workplace procedures and manufacturers' instructions
b. recognised researched diagnostic and rectification methods
c. health and safety and environmental requirements
4.4 collect sufficient diagnostic information in a logical way to enable an accurate diagnosis of auxiliary electrical system faults
4.5 identify and record any system deviation from acceptable limits accurately
4.6 work in a way to ensure damage does not occur to components, other vehicle systems and units
4.7 ensure all repaired or replacement components and units conform to the vehicle operating specification and any legal requirements
4.8 adjust components and units correctly to ensure that they operate to meet system requirements
4.9 use testing methods that are suitable for assessing the performance of the system rectified
4.10 ensure the rectified automotive auxiliary electrical system performs to the vehicle operating specification and any legal requirements prior to return to the customer.

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

<b>Assessment criteria</b>
The learner can:
5.1 complete all system diagnostic activities within the agreed timescale
5.2 identify and report any anticipated delays in completion to the relevant person(s) promptly in the format required.
5.3 record and report any additional faults noticed during the course of their work promptly in the format required.
5.4 make suitable and justifiable recommendations for cost effective repairs
5.5 inform the relevant person(s) promptly where repairs are uneconomic or unsatisfactory to perform

5.6 ensure your records are accurate, complete and passed to the relevant person(s) within the agreed timescale in the format required.

## Unit 457

# Knowledge of Diagnosis and Rectification of Vehicle Auxiliary Electrical Faults

<b>Level:</b>	Level 3
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to AE06 Diagnose and Rectify Vehicle Electrical Units and Component Faults.
<b>Assessment type:</b>	Multiple choice test
<b>Aim:</b>	This unit enables the learner to develop an understanding of diagnosis and rectification of vehicle auxiliary electrical systems and their units. It also covers the evaluation of performance of the systems. This includes SI, CI, Hybrid and alternative fuel vehicles.

Learning outcome	The learner will:
1. understand vehicle electrical and electronic principles	
<b>Assessment criteria</b>	
The learner can:	
1.1	explain the principles of electrical inputs, outputs, voltages and oscilloscope patterns, digital and electronic communication systems
1.2	explain the principles of sensor inputs, computer processing and actuator outputs
1.3	identify sensor types (passive and active)
1.4	identify the electrical principles that are related to light vehicle electrical circuits.

Learning outcome	The learner will:
2. understand how light vehicle auxiliary electrical systems operate	
<b>Assessment criteria</b>	
The learner can:	
2.1	describe how to work safely when diagnosing and rectifying auxiliary electrical system faults, including: <ul style="list-style-type: none"><li>a. avoiding injury to self/others</li><li>b. damage to vehicle systems, components and units</li><li>c. contact with leakage and hazardous substances</li><li>d. waste disposal (including environmental impact)</li><li>e. when working on hybrid/electric alternative fuel vehicles.</li></ul>
2.2	explain the construction and operation of advanced automotive auxiliary electrical systems including regenerative braking systems
2.3	describe how auxiliary electrical systems interact and are dismantled, reassembled, measured and adjusted to manufacturers' specifications
2.4	identify the types and causes of auxiliary electrical system, components, faults and failures

- 2.5 identify vehicle operating specifications for limits and tolerances relating to auxiliary electrical systems
- 2.6 explain how to assess the condition within auxiliary electrical system, components and units
- 2.7 identify auxiliary electrical systems, component and unit replacement procedures, the circumstances which will necessitate replacement and other possible courses of action
- 2.8 explain how auxiliary electrical systems interlink and interact, including communication networks and multiplexing
- 2.9 compare auxiliary electrical system, components and assemblies against alternatives to identify differences in construction and operation
- 2.10 identify the electrical principles that are related to auxiliary electrical system
- 2.11 describe the electrical and electronic principles associated with auxiliary electrical systems, including types of sensors and actuators, their application and operation.

<b>Learning outcome</b>	<b>The learner will:</b>
3.	understand how to diagnose and rectify faults in auxiliary electrical systems
<b>Assessment criteria</b>	
The learner can:	
3.1	describe how to analyse symptoms and faults found in auxiliary electrical systems
3.2	explain systematic diagnostic techniques and testing of auxiliary electrical systems, using prescribed processes or formats
3.3	explain how to examine, measure and make suitable adjustments to components
3.4	explain how to select, prepare and use diagnostic and rectification equipment for auxiliary electrical systems
3.5	explain activities to rectify the faults in auxiliary electrical systems
3.6	explain how to source, interpret, evaluate and use information for diagnostic test results, including manufacturers tolerances, identification codes and legal requirements
3.7	explain how to evaluate the operation of components and systems following diagnosis and repair to confirm system performance.
3.8	describe the importance of work-based policies for the following: <ul style="list-style-type: none"> <li>a. information for diagnostic and rectification activities</li> <li>b. working to agreed timescales and keeping others informed of progress</li> <li>c. the relationship between time and costs and productivity</li> <li>d. reporting anticipated delays to the relevant person(s) promptly.</li> </ul>

## Unit 457

# Knowledge of Diagnosis and Rectification of Vehicle Auxiliary Electrical Faults

Supporting information

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

Knowledge to include diagnostic and rectification including Hybrid/electrical and alternative fuel vehicles.

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

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

### **Battery and charging**

- a. The construction and operation of vehicle batteries including:
  - i. different types of automotive batteries
  - ii. cells
  - iii. separators
  - iv. plates
  - v. electrolyte.
- b. The diagnoses and rectification 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: gear reduction and pre-engaged principles.
  - b. The function and operation of the following components:
    - i. gear reduction and pre-engaged starter motor
    - ii. starter ring gear
    - iii. pinion
    - iv. starter solenoid
    - v. ignition/starter switch
    - vi. starter relay (if appropriate)
    - vii. one-way clutch (pre-engaged starter motor).

## **Lighting systems and technology**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **The different types of I.C.E. systems and components (in car entertainment)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- a. Components must include:
  - i. wiper motors
  - ii. washer motors
  - iii. washer level sensor
  - iv. automatic wipers and intermittent control
  - v. wiper linkage
  - vi. multifunction relays
  - vii. headlamp wash/wipe.

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

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

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

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

### **The different heating, cooling system components and air conditioning/climate control.**

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

### **The function of component heating, cooling parts and air conditioning/climate control**

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

### **The operating principles and regulations of heating, cooling systems, and air conditioning/climate control**

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

### **Common faults and testing methods associated with heating, cooling systems and air conditioning/climate control**

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

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

- a. **Including:**
  - i. door locking actuators
  - ii. solenoids
  - iii. deadlocking actuators
  - iv. anti-theft modules
  - v. boot release solenoids
  - vi. remote central locking
  - vii. keyless entry
  - viii. specific integrated manufacturer systems

### **The operation and function of locking system and components**

- a. Solenoids, actuators multifunctional relays, anti-theft modules and release systems.

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

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

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

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

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

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

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

- a. including:
  - i. Operation of the sensors.
  - ii. Operation of the airbag unit.
  - iii. Operation of the various types of pretensioner.
  - iv. Safe handling procedures and regulations.

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

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

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

- a. including:
  - i. Voltmeters
  - ii. Ammeters /amp clamp
  - iii. Ohmmeters
  - iv. Multi-meters
  - v. Battery testing equipment
  - vi. Dedicated and computer based diagnostic equipment
  - vii. Oscilloscopes.

### **How to examine, measure and make suitable adjustments to components for automotive auxiliary electrical systems**

- a. including:
  - i. Settings
  - ii. Input and output values
  - iii. Voltages
  - iv. Current consumption
  - v. Resistance
  - vi. Input and output patterns with oscilloscope (including frequency and duty cycle)

- vii. measurements
- viii. Condition
- ix. Wear and performance

**The inspection and re-instatement of the vehicle following repair to ensure customer satisfaction**

- a. including:
  - i. cleanliness of vehicle interior and exterior
  - ii. security of components and fittings
  - iii. re-instatement of components and fittings
  - iv. testing and programming components for correct operation (as necessary)
  - v. cancelling of any fault codes and warning lights
  - vi. documentation completed prior to handover to customer (electronic/written)
  - vii. explanation to customer of work completed (if applicable).

## Unit 601

# Knowledge of Carrying Out Non-High Voltage Operations On, Near or With an Electric Vehicle

<b>Level:</b>	Level 1
<b>GLH:</b>	8
<b>Relationship to NOS:</b>	EV01: carry out non high voltage operations on, near or with an electric vehicle.
<b>Assessment type:</b>	Multiple choice test
<b>Aim:</b>	<p>To be able to identify and name the types of electric vehicles and the high voltage components fitted, and to be able to state the legislation and understand the hazards associated with working around high voltage vehicles. Know how to identify the different types of charging systems, and how to safely charge on electric vehicles.</p> <p>This unit is for people who work on, near or with electric vehicles but do not work on the vehicle's high voltage system.</p>

Learning outcome	The learner will:
1.	understand the operational differences between electric and non-electric vehicles, and know how to identify the different types of electric vehicles
<b>Assessment criteria</b>	
The learner must know:	
1.1	the differences between an electric vehicle and a non-electric vehicle
1.2	how to identify electric vehicles and their type
1.3	how to identify and locate high voltage electrical components in an electric vehicle
1.4	the function of high voltage components
1.5	how to identify the types of charging systems associated with electric vehicles
1.6	the methods of sourcing information related to electric vehicles
1.7	how to use and interpret technical information on electric vehicles.

Learning outcome	The learner will:
2.	understand the importance of adhering to health and safety legislation, regulations, guidelines and workplace procedures and know how to work safely around electric vehicles
<b>Assessment criteria</b>	
The learner must know:	
2.1	current health and safety legislation, industry codes of practice or guidelines relevant to working on, near or with electric vehicles
2.2	the personal protective equipment required when working on or around electric vehicles
2.3	the importance of ensuring a safe working environment
2.4	the workplace procedures for working safely around electric vehicles

- 2.5 how to safely operate an electric vehicle
- 2.6 how to safely work around high voltage components
- 2.7 the precautionary measures necessary when using plug-in charging equipment and how to use charging systems safely
- 2.8 workplace procedures that must be followed in the event of emergencies.

Learning outcome	The learner will:
3.	understand the hazards associated with working on or around electric vehicles
<b>Assessment criteria</b>	
The learner must know:	
3.1	the hazards associated with high voltage components
3.2	the hazards associated with electric vehicles when exposed to extreme temperatures, vehicle impact and other adverse conditions
3.3	the health implications of strong magnetic fields and electrical conductivity through the human body.

## Unit 601

# Knowledge of Carrying Out Non-High Voltage Operations On, Near or With an Electric Vehicle

Supporting information

Candidates will be assessed on the assessment criteria as specified within the unit and the following supporting information is included to support centres in terms of teaching and delivery.

### Learning outcome 1 Range

- 1.1           **Differences between**
- a.       Internal combustion engines
  - b.       Starting systems
  - c.       Charging systems
  - d.       Regenerative braking
  - e.       Layouts
  - f.       Badging / logos
  - g.       Components
- 1.1-1.5       **Electric vehicle(s)**
- a.       Pure (PEV) / battery electric vehicle (BEV)
  - b.       Extended range (ER-EV)
  - c.       Range extended (RE-EV)
  - d.       Fuel cell (FCEV)
  - e.       Hybrid (HEV)
  - f.       Plug-in hybrid (PHEV)
  - g.       Mild hybrid
- 1.3-1.4       **Components**
- a.       High voltage batteries
  - b.       Low voltage batteries
  - c.       Invertor
  - d.       High voltage cables
  - e.       DC to DC convertor
  - f.       Fuel cell
  - k.       Charging equipment and cables
  - l.       Motor/generators
- 1.4           **Types of charging systems**
- a.       Plugs/ sockets (AC to DC)
  - b.       Trickle charging (3 pin socket)
  - c.       AC charging
  - d.       DC charging (charging station)
  - e.       Combined charging systems
  - f.       Hybrid self-charging systems

- 1.6 **Sources of information**
- a. Manufacturer or vehicle technical information
  - b. Job cards
  - c. Equipment manufacturer's websites

- 1.7 **Technical information on**
- a. Charging socket type and location
  - b. Location of high voltage components
  - c. Location of low voltage batteries
  - d. Connecting an auxiliary power source
  - e. Battery range/capacity
  - f. Dashboard symbols

## Learning outcome 2

### Range

- 2.1 **Health and safety legislation, industry codes of practice, guidelines**
- a. Health and safety at work act (HASWA)
  - b. Electrical equipment regulations
  - c. Electricity at work regulations
  - d. Regulation No 100 of the Economic Commission for Europe of the United Nations (UNECE) – 'High Voltage means the classification of an electric component or circuit, if it's working voltage is > 60 V and ≤ 1500 V DC or > 30 V and ≤ 1000 V AC
  - e. HSE guidelines
- The latest relevant legislation should be referred to.

2.1-2.2

2.4-2.5

### **Electric vehicle(s)**

- a. Pure (PEV) / battery electric vehicle (BEV)
- b. Extended range (ER-EV)
- c. Range extended (RE-EV)
- d. Fuel cell (FCEV)
- e. Hybrid (HEV)
- f. Plug-in hybrid (PHEV)
- g. Mild hybrid

- 2.2 **Personal protective equipment**

- a. Overalls
- b. Foot protection
- c. Gloves (correctly rated)
- d. Eye protection

- 2.3 **Safe working environment**

- a. Signage
- b. Barriers
- c. Cordoning
- d. Secure key box
- e. Spill kit
- f. Warning labels

- 2.4 **Workplace procedures for**

- a. Ensuring that the vehicle has been made safe as appropriate to the work you are carrying out

- b. Referring/reporting problems when working with electric vehicles
- c. Recording and reporting work carried out on electric vehicles

- 2.5 **Safely operate** procedures include
- a. Ensure vehicle is in ready mode
  - b. Check for warning symbols on dashboard
  - c. Check for system displays and messages
  - d. Check surroundings before moving off
  - e. Awareness that an engine may start at any time on a hybrid vehicle

- 2.6 **High voltage components**
- a. Batteries
  - b. Capacitors
  - c. Invertor
  - d. DC to DC convertor
  - e. Motors(AC/traction)
  - f. Cabling
  - g. Air conditioning compressor

- 2.8 **Emergencies**
- a. Electric shock
  - b. Fire
  - c. Flood
  - d. Chemical leakage

### Learning outcome 3 Range

- 3.1, 3.2 **Hazards**
- a. Fire / thermal runaway
  - b. Explosion
  - c. Arc flash
  - d. Gases/fumes
  - e. Chemicals
  - f. Electric shock
  - h. Dangerous voltage retention in components even when vehicle is switched off

- 3.1 **High voltage components**
- a. Batteries
  - b. Capacitors
  - c. Invertor
  - d. DC to DC convertor
  - e. Motors (AC/traction)
  - f. Cabling
  - g. Air conditioning compressor

- 3.2 **Electric vehicle(s)**
- a. Pure (PEV) / battery electric vehicle (BEV)
  - b. Extended range (ER-EV)
  - c. Range extended (RE-EV)
  - d. Fuel cell (FCEV)
  - e. Hybrid (HEV)

- f. Plug-in hybrid (PHEV)
- g. Mild hybrid

### 3.3

#### **Implications**

- a. Cardiac arrest
- b. Muscle, nerve and tissue damage
- c. Thermal burns
- d. Medical equipment damage including pacemakers

## Unit 602

# Knowledge of Isolating and Re-energising High Voltage Systems in an Electric Vehicle

<b>Level:</b>	Level 2
<b>GLH:</b>	14
<b>Relationship to NOS:</b>	EV04: isolate and re-energise high voltage systems in an electric vehicle
<b>Assessment type:</b>	Multiple choice test
<b>Aim:</b>	<p>This unit enables the learner to identify and describe the types of electric vehicles, their associated components and the terminology used.</p> <p>To understand the importance of legislation and to understand the hazards associated with working on high voltage vehicles.</p> <p>To be able to follow workplace procedures and prepare an electric vehicle for isolation and understand how to correctly and safely isolate and re-energise an electric vehicle using the correct tools/equipment following manufacturers procedures.</p>

Learning outcome	The learner will:
1.	understand the differences between the different types of electric vehicles and their electrical systems
<b>Assessment criteria</b>	
The learner must know:	
1.1	the different types of electric vehicles and their electrical systems
1.2	the terminology used within electric vehicle systems
1.3	how and where to access technical information on the specific electric vehicle systems
1.4	how to identify voltage components including their location and the routing of high voltage cabling
1.5	the features of high voltage safety systems relevant to their work.

Learning outcome	The learner will:
2.	understand the legislative and workplace procedures that should be adhered to when isolating and re-energising high voltage systems in an electric vehicle
<b>Assessment criteria</b>	
The learner must know:	
2.1	the current health and safety legislation, industry codes of practice or guidelines relevant to working on electric vehicles
2.2	specific vehicle manufacturer's repair and safety procedures
2.3	the importance of manufacturer's guidance and the precautions necessary to take when:
a.	charging

- b. connecting an auxiliary power source to an electric vehicle
- c. towing/lifting an electric vehicle
- 2.4 how to select and use the appropriate personal
  - a. personal protective equipment
  - b. signage
- 2.5 the importance of working in a way which minimises the risk of:
  - a. injury to themselves and others
  - b. damage to their working environment
  - c. damage to other vehicle systems, components and units
- 2.6 workplace requirements and procedures for:
  - a. reporting/referral of problems
  - b. making others aware that work is being carried out a vehicle
- 2.7 workplace procedures that must be followed in the event of emergencies.

Learning outcome	The learner will:
3.	understand the hazards associated with working on or around electric vehicles
<b>Assessment criteria</b>	
The learner must know:	
3.1	how to identify hazards associated with working with electric vehicles
3.2	the hazards associated with electric vehicles when exposed to extreme temperatures, vehicle impact and other adverse conditions
3.3	the implications of electrical conductivity and strong magnetic fields through the human body.

Learning outcome	The learner will:
4.	understand how to isolate and re-energise electric vehicle high voltage systems
<b>Assessment criteria</b>	
The learner must know:	
4.1	methods of sourcing information for isolating and re-energising an electric vehicle's high voltage systems
4.2	how to use and interpret technical information for isolating and re-energising an electric vehicle's high voltage systems
4.3	how to select and use the correct electrical testing equipment
4.4	how to calibrate and test multimeters, diagnostic equipment and specific vehicle testing equipment, prior to use
4.5	the procedure for isolating and re-energising an electric vehicle's high voltage system following manufacturer's instructions
4.6	how to accurately test that the residual voltage is below manufacturer's specification following the isolation process
4.7	how to test and evaluate the performance of the high voltage system against manufacturer's operating specifications and legal requirements
4.8	how to interpret test results and make recommendations based on test results
4.9	the importance of ensuring all high voltage vehicle systems are functioning correctly and safely before the vehicle is released to the customer.

## Unit 602

# Knowledge of Isolating and Re-energising High Voltage Systems in an Electric Vehicle

Supporting information

Candidates will be assessed on the assessment criteria as specified within the unit and the following supporting information is included to support centres in terms of teaching and delivery.

### Learning outcome 1 Range

1.1-1.3

#### Electric vehicle(s)

- a. Pure (PEV) / battery electric vehicle (BEV)
- b. Extended range (ER-EV)
- c. Range extended (RE-EV)
- d. Fuel cell (FCEV)
- e. Hybrid (HEV)
- f. Plug-in hybrid (PHEV)
- g. Mild hybrid
- h. Micro hybrid

1.4

#### Identify from:

- a. Labelling
- b. Colour
- c. Materials
- d. Insulation
- e. Cross-sectional area

1.4

#### Components include:

- a. High voltage batteries (to include Nickel Metal Hydride (Ni-Mh), Lithium (Li-ion))
- b. Inverter
- c. High voltage cables
- d. DC to DC convertor
- e. Fuel cell
- f. Cooling components
- g. PTC heaters
- h. Heat pumps
- i. High voltage air conditioning compressors
- j. Charging equipment and cables
- k. AC three phase motor/generators
- l. Power/battery management system

## Learning outcome 2

### Range

- 2.1 **Health and safety legislation, industry codes of practice, guidelines**
- a. Health and safety at work act
  - b. Electrical equipment regulations
  - c. Electricity at work regulations
  - d. Regulation No 100 of the Economic Commission for Europe of the United Nations (UNECE) – 'High Voltage means the classification of an electric component or circuit, if it's working voltage is > 60 V and ≤ 1500 V DC or > 30 V and ≤ 1000 V AC root mean square (ms)
  - e. HSE guidelines
  - f. End of Life Vehicle regulations
  - g. COSHH
- The latest relevant legislation should be referred to.
- 2.3 **Towing precautions** to include
- a. Speed limitations
  - b. Distance limitations
  - c. Potential energising of components / systems
- 2.4 **Personal protective equipment** to include
- a. Overalls
  - b. Foot protection
  - c. Gloves (correctly rated)
  - d. Eye protection
  - e. Rubber mats
  - f. Insulated tools
- 2.5 **Components** include:
- High voltage batteries (to include Nickel Metal Hydride (Ni-Mh), Lithium (Li-ion))
- b. Invertor
  - c. High voltage cables
  - d. DC to DC convertor
  - e. Fuel cell
  - f. Cooling components
  - g. PTC heaters
  - h. Heat pumps
  - i. High voltage air conditioning compressors
  - j. Charging equipment and cables
  - k. AC three phase motor/generators
  - l. Power/battery management system
- 2.7 **Emergencies**
- a. Electric shock
  - b. Fire
  - c. Flood

## Learning outcome 3

### Range

- 3.1, 3.2 **Hazards**
- a. Fire / thermal runaway
  - b. Explosion

- c. Arc flash
- d. Gases/fumes
- e. Chemicals
- f. Electric shock
- g. Damage to cables
- h. Dangerous voltage retention in components even when vehicle is switched off

3.1-3.2 **Electric vehicle(s)**

- a. Pure (PEV) / battery electric vehicle (BEV)
- b. Extended range (ER-EV)
- c. Range extended (RE-EV)
- d. Fuel cell (FCEV)
- e. Hybrid (HEV)
- f. Plug-in hybrid (PHEV)
- g. Mild hybrid

3.3 **Implications**

- a. Cardiac arrest
- b. Muscle, nerve and tissue damage
- c. Thermal burns
- d. Medical equipment damage e.g., pacemakers

**Learning outcome 4**

**Range**

4.1 **Sourcing information from**

- a. Manufacturer or vehicle technical information
- b. Job cards
- c. Equipment manufacturer's websites
- d. Internet / web-based systems
- e. Mobile phone applications
- f. Manufacturer's support – obtain technical support on roadside
- g. Manufacturer's recovery information – to include location of high voltage components and safe handling instructions (first responder)

4.2 **Technical information on:**

- a. High voltage systems
- b. Low voltage systems
- c. Operating voltage ranges

4.1, 4.2, 4.5 **Electric vehicle(s)**

- a. Pure (PEV) / battery electric vehicle (BEV)
- b. Extended range (ER-EV)
- c. Range extended (RE-EV)
- d. Fuel cell (FCEV)
- e. Hybrid (HEV)
- f. Plug-in hybrid (PHEV)
- g. Mild hybrid
- h. Micro hybrid

4.4 **Procedure to include:**

- a. Following manufacturers set procedure / instructions
- b. Identification and location of:
  - i. isolation switches/plugs
  - ii. service

- iii.isolation connector
- c. Risk assessment

4.8

**Interpret:**

- a. Live data
- b. Test results
- c. Manufacturer's specifications
- d. Tolerances

## Unit 603

# Knowledge of Removing and replacing Components in an Electric Vehicle High Voltage Powertrain and Ancillary Systems

<b>Level:</b>	Level 3
<b>GLH:</b>	28
<b>Relationship to NOS:</b>	EV03: remove and replace components in an electric vehicle high voltage powertrain and ancillary systems
<b>Assessment type:</b>	Multiple choice test
<b>Aim:</b>	<p>To be able to identify and describe the function and operation of different types of electric and hybrid systems and components including charging.</p> <p>To understand the importance of legislation, and to understand the hazards associated with working on electric vehicles.</p> <p>To safely carry out the removal and replacement of components in isolated high voltage systems in an electric vehicle, and the effect that high voltage component technology has on other vehicle systems. High voltage systems include the powertrain and ancillary systems.</p>

Learning outcome	The learner will:
1. understand the operation of electric vehicle systems	
<b>Assessment criteria</b>	
The learner must know:	
1.1 the operational and constructional differences between an electric vehicle and a non-electric vehicle	
1.2 the different types of electric vehicles and their electrical systems	
1.3 the advantages and disadvantages of different types of charging systems associated with electric vehicles.	

Learning outcome	The learner will:
2. understand the features, function and construction of electric vehicle components and alternative fuel systems	
<b>Assessment criteria</b>	
The learner must know:	
2.1 how to identify the components that make up the high voltage electrical system	
2.2 how to locate high voltage electrical cables and components in an electric vehicle	
2.3 the voltages of high voltage components fitted to different types of electric vehicles	
2.4 the function and construction of high voltage components	
2.5 methods of sourcing information applicable to component:	
a. construction	
b. removal	

- c. replacement within an electric vehicle's high voltage systems
- 2.6 how to use and interpret technical information applicable to component:
  - a. construction
  - b. removal
  - c. replacement within an electric vehicle's high voltage systems
- 2.7 the purpose and advantages of alternative fuel components and systems on electric vehicles
- 2.8 the benefits of different types of energy storage systems.

Learning outcome	The learner will:
3. understand the electrical and electronic principles relating to low and high voltage systems and components	
<b>Assessment criteria</b>	
The learner must know:	
3.1 the principles of chassis and insulated earth return systems as appropriate to electric vehicles	
3.2 electrical and electronic theories including electrical terminology, symbols and units	
3.3 electrical and electronic principals associated with ancillary systems, sensors and actuators, their application and operation	
3.4 the operating principles of electric vehicle components	
3.5 how interaction occurs between components within electric vehicle systems	
3.6 how electric vehicle systems interact and communicate.	

Learning outcome	The learner will:
4. understand the importance of adhering to health and safety legislation, regulations, guidelines and workplace procedures and know how to work safely around electric vehicles	
<b>Assessment criteria</b>	
The learner must know:	
4.1 current health and safety legislation, industry codes of practice or guidelines relevant to working on electric vehicles	
4.2 the importance of manufacturers guidance and the precautions necessary to take when: <ul style="list-style-type: none"> <li>a. charging</li> <li>b. connecting an auxiliary power source to an electric vehicle</li> <li>c. towing or lifting an electric vehicle</li> </ul>	
4.3 how to select, check and use the appropriate personal protective equipment and vehicle protective equipment	
4.4 how to ensure a safe working environment	
4.5 how to store, dispose of, recycle and return any removed high voltage components in line with legislative, environmental and organisational requirements	
4.6 manufacturer's and workplace requirements and procedures for: <ul style="list-style-type: none"> <li>a. reporting/referring problems</li> <li>b. making others aware that work is being carried out on an electric vehicle</li> </ul>	
4.7 workplace and safety procedures that must be followed in the event of electric shock	
4.8 how to safely operate an electric vehicle	
4.9 how to safely use charging systems and plug in charging equipment	
4.10 how to safely mobilise an electric vehicle	

4.11 how to work safely avoiding damage to other vehicle systems, components and units and contact with leakage and hazardous substances

<b>Learning outcome</b>	<b>The learner will:</b>
5.	understand the hazards associated with working on electric vehicles and how to minimise risk to yourself and others when removing and replacing components in an electric vehicle
<b>Assessment criteria</b>	
The learner must know:	
5.1	the hazards associated with high voltage components
5.2	how to reduce the risk of high voltage hazards when working on and around electric vehicles
5.3	the impact of hazards associated with electric vehicles when exposed to extreme temperatures, vehicle impact and other adverse conditions
5.4	the health implications of strong magnetic fields and electrical conductivity through the human body
5.5	the hazards associated with alternative fuel systems, including hydrogen fuel cells
5.6	the hazards associated with interrupting a circuit with high current flow and the need for high voltage circuit protection
5.7	how to carry out a risk assessment on damaged or broken-down electric vehicles.

<b>Learning outcome</b>	<b>The learner will:</b>
6.	understand how to test, remove and replace components in an electric vehicle
<b>Assessment criteria</b>	
The learner must know:	
6.1	how to identify faults and damage using testing methods in high voltage electrical systems and components
6.2	how to select and use the correct testing equipment
6.3	how to select, prepare, check and use repair and replacement equipment
6.4	how to conduct tests on isolated high voltage systems following safety and workplace procedures
6.5	how to conduct a test on energy sources and systems
6.6	how to determine the serviceability of a component in a high voltage system
6.7	the manufacturer's specification on the type and quality of components to be used for replacement
6.8	how to remove and replace a component on an electric vehicle system following manufacturer's instructions
6.9	the importance of testing and evaluating the performance of replacement components and the reassembled system against manufacturer's operating specifications and legal requirements and make a recommendation based on test results
6.10	the importance of ensuring all vehicle systems and components are functioning correctly and safely before the vehicle is released to the customer.

## Unit 603

# Knowledge of Removing and Replacing Components in an Electric Vehicle High Voltage Powertrain and Ancillary Systems

Supporting information

Candidates will be assessed on the assessment criteria as specified within the unit and the following supporting information is included to support centres in terms of teaching and delivery.

### Learning outcome 1 Range

- 1.1           **Differences between**
- a.       Traction motor/Internal combustion engines
  - b.       Emissions
  - c.       Starting systems
  - d.       Shutting down (powering off)
  - e.       Charging systems and power sources
  - f.       Battery range
  - g.       Braking systems
  - h.       Layouts
  - i.       Badging
  - j.       Components
- 1.1-1.3       **Electric vehicle(s)**
- a.       Pure (PEV) / battery electric vehicle (BEV)
  - b.       Extended range (ER-EV)
  - c.       Range extended (RE-EV)
  - d.       Fuel cell (FCEV)
  - e.       Hybrid (HEV)
  - f.       Plug-in hybrid (PHEV)
  - g.       Mild hybrid
  - h.       Micro hybrid
- 1.3           **Types of charging systems**
- a.       Plugs/ sockets (AC/DC)
  - b.       Trickle charging (3 pin socket)
  - c.       AC charging
  - d.       DC charging (charging station)
  - e.       Combined charging systems
  - f.       Hybrid self-charging systems

## Learning outcome 2

### Range

- 2.1            **Identify** from:
- a.      Labelling
  - b.      Colour
  - c.      Materials
  - d.      Insulation
  - e.      Cross-sectional area
- 2.1            **Component** types:
- a.      Electrical
  - b.      Electronic
  - c.      Magnetic
  - d.      Chemical
  - e.      Mechanical
- 2.1-2.4       **Components/ High voltage components**
- a.      High voltage batteries (to include Nickel Metal Hydride (Ni-Mh), Lithium (Li-ion))
  - b.      Invertor
  - c.      High voltage cables
  - d.      DC to DC convertor
  - e.      Fuel cell
  - f.      Cooling components
  - g.      PTC heaters
  - h.      Heat pumps
  - i.      High voltage air conditioning compressors
  - j.      Charging equipment and cables
  - k.      AC three phase motor/generators
  - l.      Power/battery management system
  - m.      Auxiliary systems
  - n.      Chassis and insulated earth return systems
- 2.2, 2.3,  
2.5-2.7       **Electric vehicle(s)**
- a.      Pure (PEV) / battery electric vehicle (BEV)
  - b.      Extended range (ER-EV)
  - c.      Range extended (RE-EV)
  - d.      Fuel cell (FCEV)
  - e.      Hybrid (HEV)
  - f.      Plug-in hybrid (PHEV)
  - g.      Mild hybrid
  - h.      Micro hybrid
- 2.5            **Sourcing information** from
- a.      Manufacturer or vehicle technical information
  - b.      Job cards
  - c.      Equipment manufacturer's websites
  - d.      Internet / web-based systems
  - e.      Mobile phone applications
- 2.6            **Technical information** on
- a.      Location of high voltage components

- b. Location of low voltage batteries
- c. Isolating and re-energising procedures
- d. Component replacement

**2.7 Alternative fuel components**

- a. Alternative fuels including hydrogen and liquefied petroleum gas
- b. Fuel Tanks
- c. Fuel lines
- d. Fuel cell stack
- e. Batteries (high / low voltage)
- f. Motor / Generators
- g. Power and battery management control units
- h. DC / DC convertor
- i. Cooling components

**2.8 Energy storage systems**

- a. Fully electric vehicle batteries
- b. Hybrid batteries
- c. Auxiliary battery
- d. Fuel cells
- e. Capacitors

**Learning outcome 3**

**Range**

**3.2 Electrical and electronic theories**

- a. Ohms law
- b. Watts law
- c. Voltage
- d. Power
- e. Current (ac/dc)
- f. Resistance
- g. Magnetism
- h. Electromagnetism
- i. Electromagnetic induction

**3.3 Sensors**

- a. Voltage
- b. Current
- c. Temperature
- d. Position

**3.3 Actuators**

- a. Idle speed control
- b. Swirl flaps
- c. Exhaust Gas recirculation
- d. Purge Solenoid Valve Control
- e. Turbocharger
- f. Heating and air conditioning

**3.4-3.6 Electric vehicle(s)**

- a. Pure (PEV) / battery electric vehicle (BEV)
- b. Extended range (ER-EV)

- c. Range extended (RE-EV)
- d. Fuel cell (FCEV)
- e. Hybrid (HEV)
- f. Plug-in hybrid (PHEV)
- g. Mild hybrid
- h. Micro hybrid

3.5 **Component types**

- a. Electrical
- b. Electronic
- c. Magnetic
- d. Chemical
- e. Mechanical

3.5 **Components**

- a. High voltage batteries
- b. Inverter
- c. DC to DC convertor
- d. Cooling / heating components,
- e. High voltage air conditioning compressors
- f. Charging equipment and cables
- g. AC three phase motor/generators
- h. Power/battery management system
- i. Auxiliary batter

3.5-3.6 **Interaction**

- a. Between electric motor and engine
- b. Controller Area Network (CAN)
- c. Local Interconnected Network (LIN)
- d. Media Oriented Systems Transport (MOST)
- e. FlexRay
- f. SRS (Supplementary restraint systems)
- g. Braking systems including (ABS)
- h. Steering-By-Wire (SBW)

**Learning outcome 4**  
**Range**

4.1 **Health and safety legislation, industry codes of practice, guidelines**

- a. Health and safety at work act
- b. Electrical equipment regulations
- c. Regulation No 100 of the Economic Commission for Europe of the United Nations (UNECE) – 'High Voltage means the classification of an electric component or circuit, if it's working voltage is > 60 V and ≤ 1500 V DC or > 30 V and ≤ 1000 V AC root mean square (ms)
- d. Electricity at Work Regulations
- e. HSE guidelines
- f. Manufacturer technical repair information
- g. End of Life Vehicle regulations
- h. COSHH

4.1, 4.2

4.8, 4.9, 4.11 **Electric vehicle(s)**

- a. Pure (PEV) / battery electric vehicle (BEV)

- b. Extended range (ER-EV)
- c. Range extended (RE-EV)
- d. Fuel cell (FCEV)
- e. Hybrid (HEV)
- f. Plug-in hybrid (PHEV)
- g. Mild hybrid
- h. Micro hybrid

- 4.2 **Towing precautions** to include
- a. Speed limitations
  - b. Distance limitations
  - c. Potential energising of components / systems

- 4.3 **Personal protective equipment** to include
- d. Overalls
  - e. Feet protection
  - f. Gloves (correctly rated)
  - h. Eye protection
  - i. Rubber mats
  - j. Insulated tools

- 4.3 **Vehicle protective equipment** to include
- a. Seat covers
  - b. Floor mats
  - c. Steering wheel covers
  - d. Wing protectors

- a. **Safe working environment** to include
- a. Signage
  - b. Barriers
  - c. Cordoning
  - d. Secure key box
  - e. Spill kit
  - f. Warning labels

- 4.8 **Safely operate** procedures include
- a. Ensure vehicle is in ready mode
  - b. Check for warning symbols on dashboard
  - c. Check for system displays and messages
  - d. Check surroundings before moving off
  - e. Awareness that an engine may start at any time on a hybrid vehicle

- 4.9 **Safe use of charging systems** procedures include
- a. Precautions when charging in the presence of water – e.g., rain, valeting bay
  - b. Correct use of extension leads when charging
  - c. Check suitability of power supply used when charging
  - d. Signage
  - e. Cabling and connections
  - f. Risks to personal health and safety

## Learning outcome 5

### Range

5.1-5.3,  
5.5, 5.6

#### Hazards to include

- a. Fire / thermal runaway
  - i. Exothermic reaction
  - ii. Endothermic reaction
- b. Explosion
- c. Arc flash
- d. Gases/fumes
- e. Chemicals
- f. Electric shock
- g. Damage to cables
- h. Dangerous voltage retention in components even when vehicle is switched off

5.1

#### High voltage components

- a. High voltage batteries (to include Nickel Metal Hydride (Ni-Mh), Lithium (Li-ion))
- b. Invertor
- c. High voltage cables
- d. DC to DC convertor
- e. Fuel cell
- f. Cooling components
- g. PTC heaters
- h. Heat pumps
- i. High voltage air conditioning compressors
- j. Charging equipment and cables
- k. AC three phase motor/generators
- l. Power/battery management system
- m. Auxiliary systems

5.2, 5.3, 5.6

#### Electric vehicle(s)

- a. Pure (PEV) / battery electric vehicle (BEV)
- b. Extended range (ER-EV)
- c. Range extended (RE-EV)
- d. Fuel cell (FCEV)
- e. Hybrid (HEV)
- f. Plug-in hybrid (PHEV)
- g. Mild hybrid
- h. Micro hybrid

5.4

#### Implications

- a. Cardiac arrest
- b. Muscle, nerve and tissue damage
- c. Thermal burns
- d. Medical equipment damage e.g., pacemakers

5.7

#### Risk assessment procedures include

- a. Risk assessment documentation and responsible persons
- b. Taking action to eliminate or reduce risk
- c. Observing, assessing, analysing an environment while working, to identify and remove risk
- d. Monitoring situation

- e. Reviewing situation

## Learning outcome 6

### Range

- 6.1            **Testing methods**
- a.      Sensory (visual, sound, smell, touch for temperature or vibration)
  - b.      Functional
  - c.      Measurement (including fault code identification)
- 6.1, 6.6-6.8,  
6.10           **Components**
- a.      High voltage batteries
  - b.      Low voltage batteries
  - c.      AC three phase motors/generators
  - d.      Cabling and wiring (wiring colour, size and cross-sectional area)
  - e.      Relays and contactors
  - f.      Electronic control units
  - g.      On-board charger and charging port
  - h.      DC to DC convertor
  - i.      Isolators
  - j.      Inverters/rectifiers
  - k.      Battery management units
  - l.      Vehicle start/stop control
  - m.      Driver instrumentation
  - n.      Multi-battery systems
  - o.      Drive trains (layout)
  - p.      Power sources, (engine / motor)
  - q.      Sensors (voltage, current, temperature, position, resolver)
  - r.      Ancillary components
  - s.      Air conditioning compressor
  - t.      Heating components
- 6.2/6.3           **Equipment**
- a.      Electrical multimeters / voltmeter rated to a minimum 1000V (CAT. III) or 600V (CAT.IV) including leads and probes
  - b.      Other safe and appropriate electrical testing equipment
  - c.      Hand tools
  - d.      Code readers
  - e.      Special tools (manufacturer specific equipment/diagnostic equipment and software)
  - f.      Relevant safety equipment
- 6.9            **Testing by**
- a.      Checking fault codes
  - b.      Checking voltage/current
  - c.      Checking wiring and cable routing
  - d.      Conducting road tests
- 6.9            **Evaluating by**
- a.      Checking warning lights
  - b.      Checking on board displays

- c. Using diagnostic equipment
- d. Conducting a road test

## Unit 612

# Skills in Isolating and Re-energising High Voltage Systems in an Electric Vehicle

<b>Level:</b>	Level 2
<b>GLH:</b>	3
<b>Relationship to NOS:</b>	EV04: Isolate and re-energise high voltage systems in an electric vehicle
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	To be able to demonstrate how to isolate and re-energise an electric vehicle correctly and safely to manufacturer's instructions.

Learning outcome	The learner will:
1.	be able to work safely when isolating and re-energising a high-voltage system in an electric vehicle, adhering to legislation, workplace and manufacturer requirements
<b>Assessment criteria</b>	
The learner must know:	
1.1 identify the type of electric vehicle being worked on	
1.2 locate and record relevant information about the vehicle	
1.3 notify relevant colleagues of their intention to work on a high voltage vehicle	
1.4 ensure the work area is clearly identified and made safe using signs and barriers as appropriate	
1.5 work in a way that minimises risk of:	
a. injury to themselves	
b. damage to their working environment	
c. damage to other vehicle systems, components and units	
1.6 select and use the appropriate personal protective equipment (PPE) and vehicle protective equipment (VPE) when isolating and re-energising high voltage systems in electric vehicles	
1.7 conduct a dynamic risk assessment on the electric vehicle and the working area to determine any potential hazards	
1.8 assess the hazards presented by the electric vehicle	
1.9 follow manufacturers' and workplace procedures for:	
a. reporting/referring problems	
b. recording and reporting work carries out on an electric vehicle	
1.10 follow current regulatory requirements and legislation relevant to working on electric vehicles.	

Learning outcome	The learner will:
2.	be able to safely isolate and re-energise an electric vehicle high voltage system and evaluate the performance of the re-energised system
<b>Assessment criteria</b>	
The learner must know:	
2.1 prepare, check and use appropriate test equipment following manufacturer's instructions	
2.2 identify high voltage components and cabling	

- 2.3 follow the manufacturer's procedures to isolate and re-energise the high voltage system within their level of authority
- 2.4 follow the manufacturer's recommendations to ensure residual voltage is within manufacturer's specification when isolating the high voltage system
- 2.5 evaluate the performance of the re-energised high voltage system accurately using suitable testing methods
- 2.6 ensure the high voltage system performs to the manufacturer's operating specifications and legal requirements
- 2.7 record and report accurately to the relevant person(s) the work activities they have carried out on or near the vehicle.

## Unit 612

# Skills in Isolating and re-energising High Voltage Systems in an Electric Vehicle

Supporting information

**Candidates will be assessed on the assessment criteria as specified within the unit and the following supporting information is included to support centres in terms of teaching and delivery.**

### Learning outcome 1

#### Range

- 1.1, 1.8-1.9 **Electric vehicle(s)**
- a. Pure (PEV) / battery electric vehicle (BEV)
  - b. Extended range (ER-EV)
  - c. Range extended (RE-EV)
  - d. Fuel cell (FCEV)
  - e. Hybrid (HEV)
  - f. Plug-in hybrid (PHEV)
  - g. Mild hybrid
  - h. Micro hybrid
- 1.7 **Dynamic risk assessment** procedures include
- a) Risk assessment documentation and responsible persons
  - b) Taking action to eliminate or reduce risk
  - c) Monitoring situation
  - d) Reviewing situation

## Unit 613

# Skills in Removing and Replacing Components in an Electric Vehicle High Voltage Powertrain and Ancillary Systems

<b>Level:</b>	Level 3
<b>GLH:</b>	5
<b>Relationship to NOS:</b>	EV03: Remove and replace components in an electric vehicle high voltage powertrain and ancillary systems
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	To be able to demonstrate how to safely remove, test, evaluate and replace a component from an electric vehicle following manufacturers procedures.

Learning outcome	The learner will:
1.	be able to work safely when removing and replacing components in a high voltage electric vehicle system, adhering to legislation, workplace and manufacturer requirements
<b>Assessment criteria</b>	
The learner must know:	
1.1 identify the type of electric vehicle being worked on	
1.2 locate and record relevant information about the vehicle	
1.3 ensure the work area is clearly identified using signs and barriers as appropriate, following environmental standards and regulations at all times	
1.4 perform the correct procedures to make the vehicle safe prior to starting any work activities	
1.5 ensure work cannot be started without their knowledge and agreement	
1.6 support work activities by adhering to:	
a. system manufacturer's vehicle technical data	
b. removal and replacement procedures	
c. legal requirements	
1.7 select and use the recommended personal protective equipment (PPE) and vehicle protective equipment (VPE) appropriate to removing and replacing components in a high voltage electric vehicle system	
1.8 work in a way which minimises risk of:	
a. injury to themselves	
b. damage to their working environment	
c. damage to other vehicle systems, components and units	
1.9 conduct a dynamic risk assessment on the vehicle and the work area to determine any potential hazards	

Learning outcome	The learner will:
2.	be able to safely remove, select and replace components in high voltage system and accurately evaluate the performance of the rectified system
<b>Assessment criteria</b>	

The learner must know:

- 2.1 prepare, check and use appropriate equipment following manufacturer's instructions
- 2.2 select replacement components which meet the manufacturers' recommendations or conform to operating specification
- 2.3 carry out component removal and replacement activities following:
  - a. manufacturers' instructions
  - b. industry recognised repair methods
  - c. health, safety and environmental requirements
- 2.4 record and report any faults or relevant issues noticed during inspection or repair work
- 2.5 evaluate the performance of the rectified high voltage system accurately using suitable testing methods
- 2.6 ensure the high voltage system performs to the manufacturer's operating specifications and legal requirements prior to returning to customer
- 2.7 record and report accurately to the relevant person(s) the work activities they have carried out on or near the vehicle.

## Unit 613

# Skills in Removing and Replacing Components in an Electric Vehicle High Voltage Powertrain and Ancillary Systems

Supporting information

**Candidates will be assessed on the assessment criteria as specified within the unit and the following supporting information is included to support centres in terms of teaching and delivery.**

### Learning outcome 1

#### Range

1.1

#### **Electric vehicle(s)**

- a. Pure (PEV) / battery electric vehicle (BEV)
- b. Extended range (ER-EV)
- c. Range extended (RE-EV)
- d. Fuel cell (FCEV)
- e. Hybrid (HEV)
- f. Plug-in hybrid (PHEV)
- g. Mild hybrid
- h. Micro hybrid

1.10

#### **Dynamic risk assessment** procedures include

- a. Risk assessment documentation and responsible persons
- b. Taking action to eliminate or reduce risk
- c. Observing, assessing, analysing an environment while working, to identify and remove risk
- d. Monitoring situation
- e. Reviewing situation

### Learning outcome 2

#### Range

2.1

**Equipment**

- a. Electrical multimeters / voltmeter rated to a minimum 1000V (CAT. III) or 600V (CAT.IV) including leads and probes
- b. Other safe and appropriate electrical testing equipment
- c. Hand tools
- d. Code readers
- e. Special tools (manufacturer specific equipment and software)
- f. Relevant safety equipment

2.2-2.3

**Components**

- a. High voltage batteries
- b. Low voltage batteries
- c. Motors/generators
- d. Cabling and wiring (wiring colour, size and cross-sectional area)
- e. Relays and contactors
- f. Electronic control units
- g. On-board charger and charging port
- h. DC / DC convertor
- i. Isolators
- j. Inverters/rectifiers
- k. Battery management units
- l. Vehicle start/stop control
- m. Driver instrumentation
- n. Multi-battery systems
- o. Drive trains (layout)
- p. Power sources (engine / motor)
- q. Sensors
- r. Ancillary components

## Unit 830

# Knowledge of Diagnosing, Removing, Replacing and Recalibrating Motor Vehicle Advanced Driver Assistance System Components

<b>Level:</b>	Level 3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	LV19: Diagnose, remove, replace and recalibrate motor vehicle Advanced System components
<b>Assessment type:</b>	Multiple choice test
<b>Aim:</b>	<p>To be able to identify and describe the function and operation of different types of advanced driver assistance systems (ADAS) and components.</p> <p>To understand the importance of good customer service and adhering to legislation/workplace procedures.</p> <p>To safely remove, test and replace components using the correct tools and equipment and following the manufacture's procedures.</p>

Learning outcome	The learner will:
1.	understand the health and safety and legislative procedures required to be followed, when working on advanced driver assistance systems
<b>Assessment criteria</b>	
The learner must know:	
1.1 current health and safety legislation that must be followed when working on advanced driver assistance systems	
1.2 current legal requirements relating to advanced driver assistance systems and components	
1.3 the legal requirements of dynamic calibration activity on the road	
1.4 the risks and potential legal implications of returning an uncalibrated vehicle to the customer	
1.5 specific vehicle manufacturer's repair and safety procedures	
1.6 the impact of industry regulations on autonomous vehicle capability levels.	

Learning outcome	The learner will:
2.	understand the importance of adhering to workplace procedures, and the value of providing a positive customer experience and keeping up to date with technology
<b>Assessment criteria</b>	
The learner must know:	
2.1 workplace procedures for:	

- a. recording fault location and correction activities
  - b. reporting the results of tests carried out
  - c. completing and storing documentation relating to ADAS verifiable calibration
  - d. reporting/referring problems
  - e. reporting delays to the completion of work to managers and customers
  - f. the calibration environment as identified by the manufacturers' instructions
  - g. the use of customer questioning
  - h. the use of diagnostic testing methods
- 2.2 the importance of maintaining accurate documentation on diagnostic and rectification activities
- 2.3 the importance of working to agreed timescales and keeping others informed of progress
- 2.4 the importance of customer interaction when diagnosing faults and calibrating
- 2.5 the value of providing the customer with evidence of successful calibration
- 2.6 the importance of reporting anticipated delays to the relevant person(s) promptly
- 2.7 the relationship between time, costs and productivity
- 2.8 the benefits of keeping up to date with emerging ADAS technology.

Learning outcome	The learner will:
3.	understand advanced driver assistance system components, operation, failures and calibration
<b>Assessment criteria</b>	
The learner must know:	
3.1	the types of ADAS sensors and their function
3.2	the purpose and operation of advanced driver assistance systems
3.3	methods of sourcing information on ADAS operating specifications
3.4	how to use and interpret technical information on ADAS operating specifications
3.5	the types and causes of ADAS failures
3.6	the different types of vehicle calibration.

Learning outcome	The learner will:
4.	understand the electrical and electronic principles relating to advanced driver assistance systems
<b>Assessment criteria</b>	
The learner must know:	
4.1	electrical and electronic theories including electrical terminology, symbols and units
4.2	electrical safety procedures when working on advanced driver assistance systems
4.3	how electrical and electronic units and components are constructed
4.4	how electrical and electronic units and components are dismantled and reassembled
4.5	how electrical and electronic units and components operate
4.6	the interaction between electrical, electronic and mechanical components within advanced driver assistance systems
4.7	how electrical systems interlink and interact.

Learning outcome	The learner will:
5.	understand how to test, remove, replace and recalibrate components related to advanced driver assistance systems
<b>Assessment criteria</b>	
The learner must know:	

- 5.1 how to carry out systematic diagnostic testing of ADAS components using electrical and electronic testing techniques
- 5.2 how to identify the most appropriate diagnostic testing method for the symptoms presented
- 5.3 the types of ADAS diagnostic equipment and their function
- 5.4 how to prepare and check the accuracy of diagnostic testing equipment
- 5.5 how to use electrical and electronic testing equipment to correctly and safely diagnose ADAS faults
- 5.6 how to interpret vehicle data and tests results in order to identify the location and cause of ADAS faults
- 5.7 the circumstances which will necessitate replacement and recalibration of ADAS components and other possible courses of action
- 5.8 the importance of working to recognised diagnostic procedures
- 5.9 methods of sourcing correct information applicable to:
  - a. diagnostic test procedures
  - b. component removal procedures
  - c. component replacement procedures
  - d. system/component recalibration procedures
- 5.10 how to use and interpret technical information to aid:
  - a. diagnostic activities
  - b. component removal
  - c. component replacement
  - d. system/component recalibration
- 5.11 how to remove, replace and recalibrate vehicle or ADAS components, in the proximity of sensors
- 5.12 how to make cost effective recommendations for rectification.

## Unit 830

# Knowledge of Diagnosing, Removing, Replacing and Recalibrating Motor Vehicle Advanced Driver Assistance System Components

Supporting information

Candidates will be assessed on the assessment criteria as specified within the unit and the following supporting information is included to support centres in terms of teaching and delivery.

### Learning outcome 1

#### Range

- 1.1 **Health and safety legislation**
  - a. Health and Safety at Work Act
  - b. Electricity at Work Regulations
  - c. General Safety Regulation
  - d. Health and Safety Executive
  - e. Highway Code
  - f. Provision and Use of Work Equipment Regulations
  
- 1.2 **Legal Requirements**
  - a. Returning vehicles to their original specification
  - b. Confirming components are calibrated and functioning within the manufacturers' technical specifications.
  - c. Technician competency proof
  - d. Customer contract
  - e. Duty of care
  
- 1.3 **Legal Requirements**
  - a. Driving license category
  - b. Insurance cover
  - c. Highway Code
  - d. Road Traffic Act

- e. Vehicle roadworthy
- f. Road tax
- g. MOT

- 1.4        **Risks**
- a. Unexpected systems trigger
  - b. Potential accidents/collisions

- 1.4        **Implications**
- a. Liability of the workshop
  - b. Evidence of negligence
  - c. Fines
  - d. Prosecution
  - e. Imprisonment

- 1.5        **Repair and Safety Procedures**
- a. Risk assessment
  - b. Specific manufacturer repair methods
  - c. Equipment software updates
  - d. Calibration and maintenance of equipment
  - e. Use of appropriate environment

- 1.6        **Impact**
- a. Set boundaries for levels of automation
  - b. Volume of automation on public roads
  - c. Updated training of operators/drivers/technicians on new and evolving technology
  - d. Cyber security risks

- 1.6        **Industry regulations**
- a. Insurance Industry Requirements (IIR) for the safe repair of ADAS-equipped vehicles
  - b. Type approval regulations
  - c. Automated and Electric Vehicles Act
  - d. General Safety Regulation
  - e. Pedestrian Safety Regulation

- 1.6        **Autonomous vehicle capability levels**
- a. SAE Levels of Driving Automation

## Learning outcome 2

### Range

- 2.1a/b/c/e     **Recording/reporting/storing** ensuring
- a. Accurate records
  - b. Auditable records
  - c. Compliance with data protection
- 2.1c, 2.2     **Documentation** information to include
- a. Customer details
  - b. Vehicle data
  - c. Third party contracted repairer information
  - d. Technician proof of competency
  - e. Equipment used to test/diagnose/calibrate
  - f. Date of activities
  - g. The work carried out
- 2.1f     **Calibration environment**
- a. Layout
  - b. Floor surface/level
  - c. Space available
  - d. Lighting
  - e. Equipment available
    - i. Target / radar boards
    - ii. Computer software devices
    - iii. Laser guided tools
    - iv. Wheel clamps
    - v. Scales
    - vi. Mirrors
    - vii. Alignment / positioning aids for radar sensors
- 2.1h     **Methods**
- a. Following manufacturer's instructions
  - b. Planning a logical sequence
  - c. Visual inspection
  - d. Vehicle scans
  - e. Using diagnostic software
  - f. Conducting electrical tests
  - g. Interpreting fault codes
  - h. Calibration procedures/checks
  - i. Road testing
- 2.3, 2.5-2.6     **Value/importance**
- a. Customer satisfaction

- b. Business productivity
- c. Business reputation
- d. Repeat business
- e. Reduces risk of liability accusations

**2.3 Agreed timescales**

- a. Manufacturers' recommended work times
- b. Job times set by the company
- c. Job time agreed with the customer

**2.4 Customer interaction**

- a. Using technical and non-technical language as appropriate
- b. Use of documentation for clarification
- c. Confirming customer understanding

**2.7 Relationship**

- a. How extended labour times can affect costs and productivity
- b. The consequences of mistakes and rework and its effect on time, cost and productivity
- c. The effects of uneconomical use of resources, materials / consumables
- d. Methods of increasing efficiency through planning, organisation of the workspace and maintaining tools and equipment
- e. How training and personal development can be advantageous to saving time, costs and being more productive

**Learning outcome 3**  
**Range**

**3.1 Sensors**

- a. Optical / cameras
- b. Radar
- c. Lidar
- d. Ultrasonic

**3.2 Advanced driver assistance systems to include**

- a. Steering
- b. Braking, emergency brake assist (autonomous and ABS)
- c. Lane departure / lane support systems
- d. Driver assistance
- e. Parking assistance
- f. Collision avoidance
- g. Adaptive lighting / Night vision

- h. Adaptive cruise control
- i. Rear-cross traffic alert
- j. Intelligent speed adaption
- k. Seat belt reminders
- l. In-vehicle data recorders
- m. Intelligent speed adaption
- n. Electronic stability control
- o. E-call systems

### 3.5 **ADAS failures**

- a. Network faults
- b. Calibration faults
- c. Collision damage
- d. Component failure
- e. Water ingress
- f. Poor connections
- g. Electrical faults
- h. Damage caused by incorrect testing methods
- i. Damages caused by incorrect removal

### 3.6 **Types of calibration**

- a. Static
- b. Dynamic
- c. Self-calibrating

## **Learning outcome 4** **Range**

### 4.1 **Electrical and Electronic Theories**

- a. Ohms law
- b. Watts law
- c. Voltage
- d. Power
- e. Current (AC/DC)
- f. Resistance
- g. Magnetism
- h. Electromagnetism
- i. Electromagnetic induction
- j. Digital and fibre optics principles
- k. Radio waves
- l. Time of Flight and doppler shifts (doppler shifts - the change in frequency of a wave)

### 4.3-4.5 **Units and components**

- a. Circuit boards

- b. Processors
- c. Image sensors
- d. Radar receivers
- e. Radar transmitters
- f. Laser Diode
- g. Photodiode
- h. Semiconductor devices
- i. Electronic chips
- j. Transistors
- k. Resistors
- l. Transducers
- m. Variable resistors
- n. Micro-processors
- o. Capacitors
- p. Electrical inputs
- q. Electrical outputs

**4.5 Operation of ADAS components**

- a. Component bandwidths/frequencies
- b. Signal processing
- c. Field of view
- d. Road sign/pedestrian/object recognition
- e. Distances/ranges/angle measurements
- f. Monitoring of speeds and direction of motion
- g. Production of high-resolution maps and images
- h. Systems anticipating driver intentions and late reactions
- i. Internal components operation

**4.7 Interlink and Interact**

- a. Multiplexing
- b. Communication networks

**Learning outcome 5**

**Range**

**5.1-5.2/5.8 Diagnostic testing procedures**

- a. Recording relevant vehicle information
- b. Accessing current technical information
- c. Performing a full module scan
- d. Locating components
- e. Evaluating the evidence / test results
- f. Verifying the fault
- g. Carrying out further tests / additional diagnostic testing in a logical sequence

- h. Rectifying the problem
- i. Checking all systems

5.1           **Testing techniques** include

- a. Visual inspection
- b. Voltage, resistance and current measuring
- c. Frequency measuring
- d. Dedicated and computer-based testing
- e. Oscilloscope waveforms / checking for noise
- f. Vehicle scans
- g. Disconnecting components to check if fault codes are erased
- h. Splicing / back probing

5.3-5.5       **Testing and diagnostic equipment**

- a. Voltmeters
- b. Ammeters
- c. Ohmmeters
- d. Dedicated and computer-based equipment
- e. Fault-code readers
- f. Auxiliary battery supply/charger
- g. Battery testing equipment
- h. Scan tools
- i. Multimeters
- j. Oscilloscopes
- k. Calibration equipment
- l. Wheel alignment equipment
- m. Breakout box
- n. Hand tools
- o. Special purpose tools
- p. General workshop equipment

5.4           **Checks** to include

- a. Capability
- b. Limitations
- c. Software subscriptions
- d. Software versions/updates
- e. Equipment calibrating procedures
- f. Maintenance and service contracts

5.7, 5.11     **Components**

- a. Mechanical
- b. Electrical
- c. Electrical Control Unit (ECU's)
- d. Trim

- e. Sensors
- f. Cameras

5.7 **Other Courses of Action** to include:

- a. Action if calibration fails
- b. Wheel alignment checks and adjustments
- c. Steering angle reset
- d. Road test

5.11 **Sensors**

- a. Optical / cameras
- b. Radar
- c. Lidar
- d. Ultrasonic

## Unit 831

# Skills in Diagnosing, Removing, Replacing and Recalibrating Motor Vehicle Advanced Driver Assistance System Components

<b>Level:</b>	Level 3
<b>GLH:</b>	7
<b>Relationship to NOS:</b>	LV19: Diagnose, remove, replace and recalibrate motor vehicle Advanced System components
<b>Assessment type:</b>	Assignment
<b>Aim:</b>	To be able to demonstrate how to safely test, diagnose, repair and recalibrate Advanced Driver Assist Systems.

Learning outcome	The learner will:
1.	be able to demonstrate safe and appropriate working methods when carrying out diagnostic and rectification activities of advanced driver assistance systems and components
<b>Assessment criteria</b>	
The learner must know:	
1.1	select and use the recommended personal protective equipment (PPE) when carrying out testing, diagnosis and rectification activities
1.2	select and use the appropriate vehicle protective equipment (VPE) when carrying out testing, diagnosis and rectification activities
1.3	ensure the work area is clearly identified using signs and barriers as appropriate, following environmental standards and regulations at all times
1.4	work in a way which minimises risk of: <ol style="list-style-type: none"> <li>injury to themselves</li> <li>damage to other vehicle systems, components and units</li> <li>contact with leakages</li> <li>contact with hazardous substances</li> </ol>
1.5	follow relevant up-to-date industry codes of practice at all times
1.6	prepare and check the required testing and diagnostic equipment following legislative and manufacturer's instructions, prior to use.
1.7	carry out a risk assessment on vehicle and work area, prior to use.

Learning outcome	The learner will:
2.	be able to diagnose advanced driver assistance system faults, in a safe, methodical and efficient manner
<b>Assessment criteria</b>	
The learner must know:	
2.1	confirm and record presence and type of advanced driver assistance systems and sensors

2.2	support the identification of advanced driver assistance system faults by sourcing and interpreting vehicle technical information/data
2.3	select and use the required diagnostic and rectification tools and equipment correctly and safely
2.4	use testing techniques which are relevant to the symptoms presented and advanced driver assistance system type
2.5	collect and record sufficient diagnostic information in a logical and systematic way to enable an accurate diagnosis of advanced driver assistance system faults
2.6	identify and record accurately any system deviation from acceptable limits as per manufacturer's specifications or industry standards
2.7	assess components and units to establish their condition and suitability for repair or replacement
2.8	carry out diagnostic testing procedures and all diagnostic activities following: <ul style="list-style-type: none"> <li>a. manufacturers' instructions</li> <li>b. health, safety and environmental requirements</li> <li>c. workplace procedures</li> </ul>
2.9	analyse the diagnostic information to produce a cost effective, accurate recommendation for rectification.

<b>Learning outcome</b>	<b>The learner will:</b>
3.	be able to effectively communicate with colleagues, supervisors, and customers throughout the diagnostic and rectification process
<b>Assessment criteria</b>	
The learner must know:	
3.1	produce records that are accurate, complete, and passed to the relevant person(s) within the agreed timescale in the format required
3.2	report any anticipated delays in completion of diagnosis and rectification work to the relevant person(s) promptly and effectively
3.3	complete all diagnostic and rectification activities within the agreed timescale.

<b>Learning outcome</b>	<b>The learner will:</b>
4.	be able to remove, replace and recalibrate advanced driver assistance system components
<b>Assessment criteria</b>	
The learner must know:	
4.1	carry out component removal and replacement activities following: <ul style="list-style-type: none"> <li>a. manufacturers' instructions</li> <li>b. industry recognised replacement methods</li> <li>c. health, safety and environmental requirements</li> </ul>
4.2	carry out rectification activities following: <ul style="list-style-type: none"> <li>a. manufacturers' instructions</li> <li>b. industry recognised replacement methods</li> <li>c. health, safety and environmental requirements</li> </ul>
4.3	ensure the calibration environment is as identified by the manufacturer's instructions
4.4	ensure all replacement components and parts in the proximity of sensors conform to the vehicle manufacturer's specification and any legal requirements
4.5	recalibrate advanced driver assistance system sensors correctly to ensure that they operate to meet vehicle system requirements and function to the vehicle manufacturer's specified tolerances
4.6	record that recalibration has been successfully completed and meets vehicle manufacturer's specified tolerances.

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Supporting information

Candidates will be assessed on the assessment criteria as specified within the unit and the following supporting information is included to support centres in terms of teaching and delivery.

## Learning outcome 1 Range

- 1.5      **Industry Codes of Practice** to include
- a. UK Insurance Industry Requirements (IIR) for the safe repair of ADAS-equipped vehicles
  - b. Type approval regulations
  - c. Automated and Electric Vehicles Act
  - d. General Safety Regulation
  - e. Pedestrian Safety Regulation
- 1.6      **Testing and diagnostic equipment**
- a. Voltmeters
  - b. Ammeters
  - c. Ohmmeters
  - d. Dedicated and computer-based equipment
  - e. Fault-code readers
  - f. Auxiliary battery supply/charger
  - g. Battery testing equipment
  - h. Scan tools
  - i. Multimeters
  - j. Oscilloscopes
  - k. Calibration equipment
  - l. Wheel alignment equipment
  - m. Breakout box

- n. Hand tools
- o. Special purpose tools
- p. General workshop equipment (including target boards, radar boards, measurement equipment)

- 1.7 **Risk assessment** procedures include
- a. Risk assessment documentation and responsible persons
  - b. Taking action to eliminate or reduce risk
  - c. Observing, assessing, analysing an environment while working, to identify and remove risk
  - d. Monitoring situation
  - e. Reviewing situation

## **Learning outcome 2**

### **Range**

- 2.1 **Sensors**
- a. Optical / cameras
  - b. Radar
  - c. Lidar
  - d. Ultrasonic
- 2.2, 2.5 **Faults** that occur within
- a. Driver safety systems
  - b. Pedestrian safety systems
  - c. Motion/stability systems
  - d. Collision avoidance systems
- 2.3 **Tools and equipment**
- a. Voltmeters
  - b. Ammeters
  - c. Ohmmeters
  - d. Dedicated and computer-based equipment
  - e. Fault-code readers
  - f. Auxiliary battery supply/charger
  - g. Battery testing equipment
  - h. Scan tools
  - i. Multimeters
  - j. Oscilloscopes
  - k. Calibration equipment
  - l. Wheel alignment equipment
  - m. Breakout box
  - n. Hand tools
  - o. Special purpose tools

- p. General workshop equipment (including target boards, radar boards, measurement equipment)

2.4 **Testing techniques** include

- a. Visual inspection
- b. Voltage, resistance and current measuring
- c. Frequency measuring
- d. Dedicated and computer-based testing
- e. Oscilloscope waveforms / checking for noise
- f. Vehicle scans
- g. Disconnecting components to check if fault codes are erased
- h. Splicing / back probing

2.8 **Diagnostic testing procedures**

- a. Recording relevant vehicle information
- b. Accessing current technical information
- c. Performing a full module scan
- d. Locating components
- e. Evaluating the evidence / test results
- f. Verifying the fault
- g. Carrying out further tests / additional diagnostic testing in a logical sequence
- h. Rectifying the problem
- i. Checking all systems

**Learning outcome 3**

**Range**

3.1 **Records** to include

- a. Customer details
- b. Vehicle data
- c. Third party contracted repairer information
- d. Technician proof of competency
- e. Equipment used to test/diagnose/calibrate
- f. Date of activities
- g. The work carried out

**Learning outcome 4**

**Range**

4.1 **Component** types

- a. Mechanical
- b. Electrical

- c. Electrical Control Unit (ECU's)
- d. Trim
- e. Sensors
- f. Cameras

4.2      **Calibration environment**

- a. Layout
- b. Floor surface/level
- c. Space available
- d. Lighting
- e. Equipment available
  - i. Target / radar boards
  - ii. Computer software devices
  - iii. Laser guided tools
  - iv. Wheel clamps
  - v. Scales
  - vi. Mirrors
  - vii. Alignment / positioning aids for radar sensors

4.3      **Sensors**

- a. Optical / cameras
- b. Radar
- c. Lidar
- d. Ultra-sonic

4.3      **Recalibrate**

- a. Static systems
- b. Dynamic systems
- c. Self-calibrating systems

## Appendix 1 Sources of general information

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

### City & Guilds / ILM Quality Assurance Standards: Centre Handbook

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

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

### City & Guilds / ILM Quality Assurance Standards: Centre Approval Process

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

Our Quality Assurance Requirements document encompasses the relevant regulatory requirements of the following documents, which apply to centres working with City & Guilds:

- Ofqual's General Conditions of Recognition

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

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

## Useful contacts

### UK learners

General qualification information

**E:**  
[learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

### International learners

General qualification information

**E:** [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

### Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

**E:**  
[centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

**E:**  
[singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

**E:** [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

### Walled Garden

Re-issue of password or username, technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

**E:** [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

### Employer

Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery

**E:** [business@cityandguilds.com](mailto:business@cityandguilds.com)

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

Our vision is for a world in which everyone has the skills and opportunities to succeed. We support over 4 million people each year to develop skills that help them into a job, develop on that job and to prepare for their next job. As a purpose-led organisation, we're proud that everything we do is focused on achieving this purpose. Whether that's through delivering work-based learning programmes that build competency, providing flexible pathways that support lifelong employability or through the City & Guilds Foundation funding initiatives that help remove barriers to work and learning.

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