

MOT Managers Course Guidance Notes

Time	Content	Assessment & Resources	Comments
9.15-9.20	NEVE MOT Manager: Aims & Objectives: Cover Aims and Objectives relevant to AE/MOT Manager responsibilities for running a VTS. .	Power point presentation & testing guide	<ul style="list-style-type: none"> The sections can be integrated and delivered in any logical sequence providing all areas are covered. Trainers will ask students what they know about MOT testing. Emphasize that the student will be carrying out MOT testing on behalf of the Secretary of State for Transport. Being a tester carries a great responsibility, exercising the powers of the Secretary of State for Transport. It is no exaggeration to say the consequences of getting it wrong could result in a prison sentence. Enter into a discussion regarding the ethics of testing. Remind all present that they have a duty of care to themselves and, more importantly, to the general public at large. They have a duty to be honest, impartial and to test to the best of their ability as a wrong decision could lead to road deaths. This is very important. Trainer to emphasize the importance of the manual, emphasize minimum standards condition at time of test only – highlight difference between MOT & Service standard.
9.20-9.35	MOT History: Introduce the history and development of the MOT test including the relevant legislation and acts along with EU directives that govern MOT testing	Power point presentation , Testing guide introduction	<p>From the power points go through the history of MOT testing. Ask the question why do we MOT, list the answers on the flipchart. From the guide look at</p> <ul style="list-style-type: none"> Sections 45 to 48 RTA 1988 MV test regs 1981 as amended EU directive 2010-48 EU directive 2014-15
9.35-10.05	Test Classes: Explain all test classes relevant to vehicle type, seating capacity, weight where applicable, how vehicles can change class, issues concerning dual purpose vehicles, issues concerning Piaggio 3 wheeled machines relevant to class 1&2 VTS, structure of the two part	Power point presentation , Testing guide introduction & VT9a poster	<ul style="list-style-type: none"> Talk about test classes; explain that test classes could change annually. Talk about the difference between 'decline' & 'refuse' and give an example e.g. a coach converted to a caravan, which class is it? Then ask could you test it and if not, why not? Note- decline would be when a vehicle is of the correct test class but perhaps too large or heavy for your equipment eg coach converted to caravan now Class IV Explain the definition of a living van tell the students that this vehicle is tested according to its weight. Refuse – these reasons are listed in the manual (introduction page4) Ask students why you might refuse to test and list responses on a white board. Then ask students to look in the manual to check their answers. This also gets them used to using the manual. Show slide to illustrate Class III. Key learning outcomes are:- <ul style="list-style-type: none"> Students can differentiate between various vehicle classes Students need to identify vehicles and place them in the appropriate vehicle class Be competent at referencing the testers manual & Guide

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	VT9a classes poster, link to explain e mail alerts and matter of testing on line.		
10.05-10.30 Tea 10.30-10.45	Reference Material and Special Notices: Explain how to access reference material and special notices, the rules concerning retention and printing of special notices. Show relevant sections of the introduction to the testing guide for example, background to the test, legislation and any section the trainer feels relevant.	Power point presentation , testing guide introduction	<ul style="list-style-type: none"> • Using a slide, explain manufacturer's plate. Use Q&A to establish student knowledge of plate. • Pose the question: what is a special notice? Then explain what a special notice is. • Pose the question: what is a dual purpose vehicle? Then explain what a DP is. • Ask the question: can we test DP in a class IV station? Refer to special notice 4-2013. This then introduces special notices. Point out that special notices which cannot be incorporated into manual are still active. • Tell students about DVSA contact details and how to view matters of testing (GOV.UK website). From the guide; • Explain that the manual pages are divided into three columns • Column 1 explanatory notes • Column 2 method of inspection • Column 3 reason for rejection <ul style="list-style-type: none"> • Familiarize students with the guide make sure they can navigate the various sections <p style="color: red;">Key learning outcomes;</p> <ul style="list-style-type: none"> • Students must understand the importance of special notices and how to access them • Students must know how to access matters of testing and understand how it may assist their testers how to test • Students must have the necessary skill to access and use the relevant manuals
10.45-11.00	Equipment: Explain authorized and accepted optional equipment applicable to LV testing. Show equipment that requires calibration emphasizing that it is the AE's responsibility, explain calibration time constraints and record keeping requirements	Power point presentation , testing guide appendix 2	<ul style="list-style-type: none"> • Using the guide explain what equipment can be used to carry out testing both authorized & optional. • Pose the question: which items of equipment would need calibration? Where would we find this out? (Guide) .Emphasise time constraints regarding calibration & the need to keep accurate records. • Explain the difference between ATL & OPTL. <ul style="list-style-type: none"> • Key learning outcomes • Know when & how to calibrate test equipment • Importance of keeping test equipment serviceable • Understand the requirements of keeping records of calibration & for what periods

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	and state the difference between ATL and OPTL.		
11.00-12.00	<p>Authorised Examiner: Ensure delegates understand the meaning of an Authorised Examiner and the differences when applied to MOT Manager. Explain the content on the VT01 form and how the AE entities relate to roles within the VTS. Discuss and explain many of the responsibilities associated with correct operation of a VTS</p>	<p>Power point presentation , testing guide section B 4 - 6</p>	<p>Give the students a copy of the Statement of Responsibilities VT01, this is also a good point to emphasise the ethics of being an AE. From the guide explain the differences between Authorised Examiner & MOT Manager Discuss the various entity structures you may be asked a lot of questions at this point As you work your way through the power point in conjunction with section B5 of the guide make sure you cover</p> <p>Key learning outcomes;</p> <ul style="list-style-type: none"> • Opening Times • What entities are • Typical structures of business models applicable to the scheme • Importance of honesty and integrity(ethics) • Test Appointments • Refuse to test • Viewing of the test • Test standards & methods • Use of the test station by DVSA
12.00-12.30 Lunch 12.30-13.00	<p>Nominated Tester: Meaning of “nominated tester” criteria to be met, training required and issues associated with employing new tester, removing the role, testing at multiple sites, refuse to test and procedure and timescales for returning after not testing for periods of time</p>	<p>Power point presentation , testing guide section E, appendix 5 & 6</p>	<p>Work through the power point in conjunction with Section E of the guide take every opportunity to drive home the ethics of this very responsible role, pay particular attention to;</p> <ul style="list-style-type: none"> • What are testers Section E1 • Criteria for becoming a tester E2 • Ongoing requirements E3 • Testing scheme rules E4 • Impersonating a Qualified tester E5 <p>You may be asked a number of challenging questions in this section, eg How can I check on the honesty and integrity of a potential new tester? If I decide to employ an already qualified tester from another garage how can I check his/hers previous record which might affect my risk score? What are my liabilities when a tester makes serious errors of judgment after all I cannot watch him all the time? What happens if during the course of his employment he is involved in criminal activity? Testers must also</p>

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			<p>Key learning outcomes; AE must ensure that there testers</p> <ul style="list-style-type: none"> • Meet the criteria of the guide • Hold a full valid driving license • Read Special Notices • Read on-line matters of testing • Sign up for DVSA direct E mail alerts • Understand what qualifications are required for a tester to test <p>Instruct students to complete power point questions, this exercise is designed to get them to use the guide</p>
<p>13.00 13.15</p>	<p>Security: Explain security issues around contingency certificates, passwords and 2FA cards when issued.</p>	<p>Power point presentation</p>	
<p>13.15-14.15 Tea 14.15-14.30</p>	<p>Discipline: Explain discipline procedures as relevant to AE and VTS giving examples. Explain how discipline may arise and the possible outcomes, the sanction levels, procedures of appeal and review and how incorrect testing standards can affect the AE. Explain the allocation of credit points for the AE and the nominated tester.</p>	<p>Power point presentation , testing guide appendix 8</p>	<p>It is necessary that you explain that disciplinary points are not collected or totted up until they reach the 30 point threshold Action is only considered when 30 points or more are allocated in a single case. Get students to work through the exercise and score it, encourage them to reference the guide to do this. Show disciplinary flow chart (section I10 in guide). Explain each case is considered on an individual basis & the Secretary of State has absolute discretion in each case. Explain</p> <p>Key learning outcomes;</p> <ul style="list-style-type: none"> • Understand statutory & inverted appeals • Observed test / mystery shopper • Compliance survey • Desk based assessment • Covert surveillance • Understand the role of the Secretary of State with regard to testing • Know how to access appendix 8 of the guide to calculate the allocations • Follow the flow charts regarding disciplinary action
<p>14.30-15.30</p>	<p>Site Assessment: Explain the rationale of risk</p>	<p>Power point presentation , on line publications & testing</p>	<p>Show students DVSA guide to risk reduction. Explain the contents & discuss</p> <p>Key learning outcomes;</p>

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	<p>assessment, the processes involved, the publications available on the web site, the scoring methods, the areas to be assessed and the availability of the on line self assessment tool. Ensure delegates understand the meaning of risk assessment, give examples where applicable and show site assessment DVD (NOT THE OLD ONE!)</p>	<p>guide appendix 8.4</p>	<ul style="list-style-type: none"> • How to access/download the guide from the Gov.com site • Introduction • Managing a vehicle testing station • Your VTS • Employees • Customer <p>Show students SA risk scoring guide. Explain contents & discuss</p> <p>Key learning outcomes;</p> <ul style="list-style-type: none"> • How to access/download SA risk scoring guide • Introduction • How to use the document • Completing the SA report • Risk assessment questions • Onsite assessment questions aide memoire • Understand how this contributes to an individual's risk score
<p>15.30-16.15</p>	<p>Retest Procedure: Cover retest procedure as quoted on the VT9a class's sheet and the MOT Testing Guide; ensure delegates understand the correct procedure for using the PRS function. Explain the rationale of the appeals procedure for statutory and inverted appeals</p>	<p>Power point presentation & testing guide section B5</p>	<p>Get students to access section B of the guide. Go through retest procedures Point out, if the vehicle fails the test and it is expected that can be rectified within one hour the tester can use the pass rectified at station option (PRS) . Otherwise the vehicle must be returned for retest within 10 working</p> <ul style="list-style-type: none"> • Key learning outcomes • Understand the retest procedures and how to accurately apply them

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<p>09.30-10.30 Tea 11.00-12.00</p>	<p>MOT Testing Service (MTS) Familiarise the student with the MTS, cover in detail using the available screen shots, home screen, person profile, site details, AE details, and the use of reports. Emphasise the importance of keeping information up to date and the importance of using the available MTS data to manage quality and compliance within the authorisation.</p>	<p>MTS PowerPoint Presentation</p>	<p>MOT Testing Service (MTS)</p> <p>Using screen shots from the MOT testing service explain content and discuss:</p> <p>Home Screen</p> <ul style="list-style-type: none"> • Key functions • Notifications • Special notices • Slot count • AE / VTS details • Resources • Feedback <p>Person profile</p> <ul style="list-style-type: none"> • Checking and keeping up to date • Unique email address • Self Service • Roles and associations • Tester qualification status <p>Site Details</p> <ul style="list-style-type: none"> • Status • Risk score / Red, Amber, Green (White, new authorisation, until first assessment) • Opening hours • Adding / Removing roles • Active MOT tests • Testing facilities • Default settings <p>AE Details</p> <ul style="list-style-type: none"> • Status • AE roles • Purchasing test slots, by credit/debit card / setting up direct debits <p>Reports</p> <ul style="list-style-type: none"> • Test Logs • Transaction • Slot usage <p>The aim of the session is to familiarise the student on what they can change on the system, and where they will need to contact DVSA to make a change outside of self serve. The emphasis should be on self serve and to manage their MOT business.</p>
<p>13.00-13.30</p>	<p>Documentation: Describe the purpose of each document, reasons for issue, ensure</p>		<p>Take the students slowly through the power point and explain each feature to the class.</p>

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	<p>it is understood that the data base is the MOT record not the paper document. Explain the reasoning and differences between a VDRS form and a PG9 and the procedures a VTS must follow if presented with these forms. Explain the procedure for issuing duplicate or replacement certificates, who can issue, costs involved etc.</p>		
<p>13.30-14.00</p>	<p>Contingency Procedure: Explain the procedures for contingency testing in the event of a serious problem with MOT comp2. Security of certificates, retention requirements and record keeping. Possible use of 3G/4G dongle in case of broadband problem.</p>	<p>Power point presentation , testing guide section H</p>	<p>From the slide & in conjunction with the guide explain</p> <p>Key learning outcomes; Identify & understand the presenters right to</p> <ul style="list-style-type: none"> • VT20/20W • VT30/30w • VT29/29M • CT20 • CT30 • CT32 • Other documents
<p>14.00 - 14.30</p>	<p>Equipment Management Explain requirements for adding authorised equipment, calibration information and issues</p>	<p>Power point presentation</p>	<p>Key learning outcomes;</p> <ul style="list-style-type: none"> • Ensure stock levels of blank documentation are adequate for any CT incident that may occur. (AE responsibility) • Ensure understanding of retention and exchange requirements for any documents produced during contingency testing

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