

ABC Awards Level 2

Motor Vehicle Studies

**Underpinning Knowledge Evidence Record**

T/601/6175 Knowledge of Support for Job Roles in the Automotive Work Environment

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| --- | --- |
| **Learners Name** |  |
| **ABC Awards Registration Number** |  |
| **Centre Name** |  |
| **Assessor 1 Name** |  |
| **Assessor 2 Name** |  |

**DECLARATION OF AUTHENTICITY**

This declaration must be completed and signed by the learner and countersigned by the tutor / assessor and covers all evidence submitted for moderation.

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| --- | --- | --- | --- |
| Learner Name |  | | |
| Unique Learner Number (ULN) |  | ABC  Learner Reg. ID |  |
| Qualification Title |  | | |
| Centre Name |  | | |

# Learner statement of authenticity

**Before signing please read the guidance below**.

I confirm, that the attached assignment / portfolio is all my own work[[1]](#footnote-1) and does not include any work completed by anyone other than myself. I have completed the assignment / portfolio in accordance with ABC Awards’ instructions and within the time limits set by my centre.

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| --- | --- | --- | --- |
| Signature |  | Date |  |

# Centre confirmation of authenticity

On behalf of …………………………………… (insert centre name), I confirm that the above mentioned learner, to the best of my knowledge, is the sole author of the completed assignment / portfolio attached, and the assessments have been completed under the required conditions.

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| --- | --- | --- | --- |
| Signed |  | Date |  |
| Name |  | | |
| Title |  | | |

**Guidance for Learners**

You have been asked to sign this Declaration of Authenticity and place it at the front of your portfolio or course work assessment. It confirms that the work you have submitted for assessment is your own and that you have not copied it from someone else or allowed another learner to copy it from you.

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Assessors, internal verifiers and ABC Awards’ external moderators and verifiers are subject specialists who can spot the use of published materials that may be passed as your own words or ideas.

If you do copy words from a published source and do not indicate their reference you will be committing plagiarism. This is considered a form of cheating and may result in your assessment being declared void.

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| **Task 1 - Automobile environment** | **Assessment Criteria 1.1** |

Large businesses are often divided into departments which perform specific functions within the company.

Research a typical vehicle dealership and outline the main functions of the departments listed

|  |  |  |  |
| --- | --- | --- | --- |
| **Department** | **Function** | **Department** | **Function** |
| Customer Reception |  | Vehicle Sales |  |
| Body Repair Workshop |  | Vehicle Repair Workshop |  |
| Paint Shop |  | Valeting Bay |  |
| Parts Department |  | Administration Office |  |

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| **Task 2 - Departmental communication** | **Assessment Criteria 1.2** |

To ensure all departments work together it is important that they communicate with each other.

In the diagram below show the communication links with each department.

If the communication is ONE WAY use a line and arrow as

If the communication is TWO WAY use a line and arrow as

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | **Customer Reception** |  |  | |  |  | Customer brings vehicle in for service and repair.  Reception and customer communicate |  |  | |  |  |  |  |  | | **Body Repair Workshop** |  |  |  | **Vehicle Sales** | | Vehicle enters body shop for repair |  |  |  | Vehicle sales department  Sell a used vehicle to customer | |  |  |  |  |  | | **Paint Shop** |  |  |  | **Vehicle Repair Workshop** | | Vehicle enters paint shop for paint work |  |  |  | Vehicle enters workshop for service | |  |  |  |  |  | | **Parts Department** |  |  |  | **Valeting Bay** | | Replacement parts and materials are requested and issued |  |  |  | Vehicle enters workshop for service | |  |  |  |  |  | |  |  |  |  |  | |  |  | Final invoices are produced |  |  | |

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| **Task 3 - Organisational structure** | **Assessment Criteria 1.2** |

Organisation charts are often used in large businesses to show levels of authority and responsibilities.

**Vertical Links** show lines of authority from senior staff downwards

**Horizontal Links** show staff with equal authority within the company

On the next page is part of an organisation chart for a typical vehicle dealership

Complete the chart by showing lines and boxes in the correct positions for the following staff

|  |  |  |
| --- | --- | --- |
| Body and Paint Shop Foreman | Service Department Foreman | Body Shop Technicians |
| Vehicle Body Repairers and Painters | Customer Reception | Vehicle Technicians |
| Body/Paint Apprentice | Vehicle Apprentice Technician | Valeter |
| Parts Department Supervisor | Parts Personnel | Senior Administrator |
| Administration Personnel |  |  |

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| **Task 4 - Job responsibility** | **Assessment Criteria 1.3** |

Within a company, it is important that each person understands what is expected of them and their responsibility to the company.

Complete the table below by outlining the main responsibilities of each of the following job titles

|  |  |
| --- | --- |
| **Job Role** | **Responsible for** |
| Foreman |  |
| Skilled technician |  |
| Service manager |  |
| Apprentice |  |

|  |  |
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| **Task 5 - Sources of information** | **Assessment Criteria 2.1** |

When repairing vehicles, information is often needed. The source of this information will vary according to the task undertaken.

Complete the table below by stating where the required information could be found.

|  |  |
| --- | --- |
| **Information required** | **Possible source** |
| Vehicle identification |  |
| Component part number |  |
| Engine code interpretation |  |
| Correct repair procedure |  |
| Customer instructions |  |
| Electrical component location |  |
| Workplace procedures |  |
| Oil and fluid specification |  |

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| **Task 6 - Using information** | **Assessment Criteria 2.2** |

Once the source of information has been located, it is important it is used correctly.

Consider the situation below

|  |  |  |  |
| --- | --- | --- | --- |
| A customer brings their vehicle to your workshop with  **either**   1. Engine fault light illuminated   **or**   1. Accident damage to front panel and wing.   Complete the table below, by considering the first four stages of the repair process | | | |
| **Information required** | **Where it would be found** | **Interpretation needed** | **Ensuring replacement parts meet specification** |
| 1. | 1. | 1. | 1. |
| 2. | 2. | 2. | 2. |
| 3. | 3. | 3. | 3. |
| 4. | 4. | 4. | 4. |

|  |  |
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| **Task 6 - Working procedures** | **Assessment Criteria 2.3,2.4,2.5, 2.6** |

With reference to task 2, complete the table below by describing the importance of the listed requirements.

|  |  |
| --- | --- |
| **Requirement** | **Why it is important** |
| Working to recognised procedures |  |
| Correct vehicle identification codes |  |
| Fitted components meet manufacturer’s specification |  |
| Repaired vehicle meets legal requirements |  |

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| **Task 7 – Methods of communication** | **Assessment Criteria 3.1, 3.2** |

In a typical workplace communication is very important. It can take many forms and each can be used for more than one purpose.

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| Consider the types of communication listed below and give TWO examples where each could be used in the workplace and why the type was chosen | | |
| **Communication method** | **Uses** | **Why used** |
| Verbal (talking) | 1. | 1. |
| 2. | 2. |
| Signs and notices | 1. | 1. |
| 2. | 2. |
| Electronic mail (e-mail) | 1. | 1. |
| 2. | 2. |
| Vehicle job cards | 1. | 1. |
| 2. | 2. |
| Letters | 1. | 1. |
| 2. | 2. |
| Memos | 1. | 1. |
| 2. | 2. |

|  |  |
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| **Task 8 - Using communication** | **Assessment Criteria 3.3** |

The way a workplace communicates with people will depend on the type of person involved and the subject matter.

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| --- | --- | --- |
| **Person** | **Reason** | **Use technical terms**  **Y/N** |
| Colleague |  |  |
| Foreman |  |  |
| Receptionist |  |  |
| Parts Department staff |  |  |
| New customer |  |  |
| Delivery driver |  |  |
| Recovery vehicle driver |  |  |
| Customer that understands vehicles |  |  |
| Customer that does not understand vehicles |  |  |

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| **Task 9 - Reporting Communication** | **Assessment Criteria 4.1, 4.2, 4.3** |

Having obtained information by communicating with people, it is important to know the best method of using or reporting it.

|  |  |  |
| --- | --- | --- |
| Using the communication methods identified in Section 3 Task 1, state whether it should be reported verbally or in writing and select the most appropriate reporting system for the situations listed below. | | |
| **Communication to report** | **Verbal or written** | **Reporting system** |
| Telephone message |  |  |
| Delay in repair completion |  |  |
| Ordering vehicle parts |  |  |
| Customer details |  |  |
| Recording job timescales |  |  |
| Additional work noted during repair |  |  |
| Customer requirements |  |  |
| Fault code interpretation |  |  |
| Correct repair procedure |  |  |

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| **Task 10 - Developing good working relationships** | **Assessment Criteria 5.1,5.2,5.3, 5.4** |

For a business to thrive, it is important to develop and keep good working relationships with colleagues and customers.

**Explain why this is important and how it may be achieved for**

**Colleagues**

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**Customers**

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**Explain why it is important to accept the views and opinions of other people**

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**Explain why it is important to make and honour realistic commitments to**

**Colleagues**

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**Customers**

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1. Unless otherwise stated e.g. for some entry level qualifications, learners can work together but should identify sections which are their own work. [↑](#footnote-ref-1)