



# Skills & Education Group Awards

## SEG Awards Entry 3 Certificate in Motor Vehicle

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### Qualification Guidance

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Entry Level 3 Certificate 600/6104/2

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# Studies

## About Us

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At the Skills and Education SEG Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

[Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.](#)

[The system is accessed via a web browser by connecting to our secure website using a username and password:](#)  
<https://ors.skillsandeducationgroup.co.uk/>

## Sources of Additional Information

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The SEG website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk) provides access to a wide variety of information.

## Copyright

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

## Specification Code, Date and Issue Number

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The specification code is C5520-E3 The date of this specification is January 2019. The Issue number is 5.1.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## **Introduction**

These qualifications form part of SEG Award's Foundation Learning offer in the Engineering and Manufacturing Technologies sector.

The SEG Entry 3 Certificate in Motor Vehicle Studies provides practical experience and knowledge of the automotive sector to support engagement, participation, achievement and progression for learners at Entry Level. They will help learners to decide whether to undertake further training or employment within this occupational area.

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## **Aims**

The SEG Entry 3 Certificate in Motor Vehicle Studies aim to enable learners to:

- Gain work-related skills in the area of motor vehicle studies
- Develop generic employability skills
- Prepare for further training within this occupational area
- Gain an insight into core activities within this occupational area in order to allow them to make informed career decisions

## **Target Group**

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These qualifications are designed for young people aged 14+ and adults who have an interest in the automotive sector as an area of employment and want to develop practical skills in this area.

SEG expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

## **Progression Opportunities**

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These qualifications sit within Foundation Learning and are suitable for learners pre and post 16 who are engaged in a personalised learning programme. Learners could progress from the SEG Entry Level 3 Award and Certificate in Motor Vehicle Studies to the SEG Level 1 Award and Certificate in Motor Vehicle Studies and then onto a Level 2 automotive qualification such as the SEG Level 2 Award, Certificate in Motor Vehicle Studies, or onto an Apprenticeship.

Centres should be aware that reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression

## **Language**

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These specifications and associated assessment materials are in English only.

# Qualification Summary

## SEG Awards Entry Level Certificate in Motor Vehicle Studies

<b>Qualifications</b>	
Entry Level 3 Certificate in Motor Vehicle Studies (600/6104/2)	
<b>Regulated</b>	The qualifications identified above are all regulated by Ofqual.
<b>Assessment</b>	Internal assessment, internal and external moderation
<b>Grading</b>	Pass
<b>Progression</b>	Learners may progress on to the SEG Awards Level 1 Award, Certificate or Diploma in Motor Vehicle Studies Centres should be aware that Reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression
<b>Operational Start Date</b>	01/08/2012
<b>Review Date</b>	31/08/2028
<b>SEG Sector</b>	Engineering and Manufacturing Technologies
<b>Ofqual SSA Sector</b>	Transport Operations and Maintenance
<b>Stakeholder support</b>	The Institute of the Motor Industry (IMI SSC)
<b>Contact</b>	See SEG website for the Centre Support Officer responsible for this

<b>Qualification Purpose</b>	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area. Sub Purpose B1. Prepare for further learning or training
<b>Entry Requirements</b>	14+
<b>Age Range</b>	<b>Pre 16</b> <input checked="" type="checkbox"/> <b>16 – 18</b> <input checked="" type="checkbox"/> <b>19 +</b> <input checked="" type="checkbox"/>
<b>LARS Reference</b>	60061030
<b>Recommended GLH<sup>1</sup></b>	70
<b>Recommended TQT<sup>2</sup></b>	70
<b>Credit Value</b>	7
<b>Type of Funding Available</b>	See LARS (Learning Aim Rates Service)
<b>Minimum Qualification Fee</b>	See SEG website for current fees and charges
<b>Unit Fee</b>	Unit fees are based upon a unit's individual credit value. Please see the SEG website for the current fee charged per credit
<b>Additional Information</b>	See SEG website for resources available for this qualification

## Entry Level 3 Certificate in Motor Vehicle Studies

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<sup>1</sup> See Glossary of Terms

<sup>2</sup> See Glossary of Terms

Rules of Combination: Learners must achieve a minimum 14 credits.

<b>Unit</b>	<b>Level</b>	<b>Credit Value</b>	<b>GLH</b>
<b>Mandatory Unit</b>			
Health and safety awareness [J/506/0641]	E3	1	10
<b>Minimum 13 credits from the group</b>			
Motor vehicle workshop tools and equipment [J/502/4657]	E3	2	20
Principles of engine components and operations [L/502/4658]	E3	2	20
Check and maintain vehicle fluid levels [M/504/1386]	E3	1	10
Check and maintain motor vehicle external lights [T/504/1387]	E3	1	10
Checking and maintaining car tyre pressure and tread [M/506/0861]	E3	1	10
Remove and replace motor vehicle road wheels [A/504/1388]	E3	1	10
Motorcycle construction [J/502/4674]	E3	2	20
Routine motorcycle checks [L/502/4675]	E3	2	20
Routine braking system checks [M/502/4667]	E3	2	20
Routine vehicle checks [M/502/4670]	E3	2	20
Clean a vehicle exterior and interior [F/504/1389]	E3	1	20
Remove and replace spark plugs [T/504/1390]	E3	1	10
Introduction to vehicle exhaust systems [M/501/7024]	1	2	20
Introduction to vehicle ignition systems [A/501/7026]	1	2	20

Introduction to customer care [D/501/7021]	1	1	10
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Numbers in box brackets indicate unit number.

If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

<b>Qualification Purpose</b>	B. Prepare for further learning or training and/or develop knowledge and/or skills in a subject area Sub Purpose B1. Prepare for further learning or training					
<b>Entry Requirements</b>	14+					
<b>Age Range</b>	<b>Pre 16</b> <input checked="" type="checkbox"/> <b>16 – 18</b> <input checked="" type="checkbox"/> <b>19 +</b> <input checked="" type="checkbox"/>					
<b>LARS Reference</b>	60061042					
<b>Recommended GLH<sup>3</sup></b>	140					
<b>Recommended TQT<sup>4</sup></b>	140					
<b>Credit Value</b>	14					
<b>Type of Funding Available</b>	See LARS (Learning Aim Rates Service)					
<b>Minimum Qualification Fee</b>	See SEG website for current fees and charges					
<b>Unit Fee</b>	Unit fees are based upon a unit's individual credit value. Please see the SEG website for the current fee charged per credit					
<b>Additional Information</b>	See SEG website for resources available for this qualification					

<sup>3</sup> See Glossary of Terms

<sup>4</sup> See Glossary of Terms

## Unit Details

### Health and Safety Awareness

<b>Unit Reference</b>	<b>J/506/0641</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	This aims to develop learners' understanding of health and safety issues and common protocols in a motor vehicle workshop
<b>Learning Outcomes (1 to 2) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.2) <i>The learner can</i></b>
1. Understand Health and Safety procedures and signage	1.1 State who they should tell in the event of an accident  1.2 Give an example of an emergency and state one thing they should do if one happens  1.3 Identify simple safety signs

<p>2. Be able to undertake safe working practices</p>	<p>2.1 Wear safety clothing and equipment as advised</p> <p>2.2 Follow specific instructions concerning health and safety practice in relation to a given task</p>
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## Supporting Unit Information

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Health and Safety Awareness - J/506/0641 – Entry 3

## Indicative Content

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The learner must know:

### **Health and Safety Awareness**

- Health and Safety requirements as it directly affects the learner
- Learner's responsibilities to themselves and others.
- The centre person responsible for Health and Safety
- Definition of an emergency and procedures to be adopted
- Types of safety sign as:
  - (i) Prohibition (must **not** do)
  - (ii) Mandatory (must do)
  - (iii) Hazard (warning)
  - (iv) Safe condition

### **Safe Working Practices**

- Meaning of Personal Protective Equipment
- PPE to be used across a range of situations

## **Teaching Strategies and Learning Activities**

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It is expected that all the learning outcomes will be achieved during a range of activities within a Motor Vehicle workshop

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## **Methods Of Assessment and Evidence of Achievement**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk). Centres may wish to develop their own assessments for individual units or a number of units.

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

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## **Additional Information**

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards website.

# **Motor Vehicle Workshop Tools and Equipment**

<b>Unit Reference</b>	<b>J/502/4657</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit introduces the learner to common tools, equipment and measuring devices found in a typical motor vehicle workshop
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.2)</b> <i>The learner can</i>
1. Know common motor vehicle hand tools and workshop equipment	1.1 Identify common hand tools found in a motor vehicle workshop  1.2 Identify common equipment found in a motor vehicle workshop
2. Be able to use motor vehicle hand tools and workshop equipment correctly and safely	2.1 Demonstrate the safe use of common hand tools found in a motor vehicle workshop  2.2 Demonstrate the safe use of common equipment found in a motor vehicle workshop

3. Know examples of measuring equipment used in a motor vehicle workshop	3.1 Name the types of measuring equipment commonly used in a motor vehicle workshop
vehicle workshop	
4. Know examples of different locking and securing devices used on motor vehicles	<p>4.1 Identify the types of locking device commonly found on a motor vehicle</p> <p>4.2 Demonstrate the correct use of tools when using locking devices commonly found on a motor vehicle</p>

## **Supporting Unit Information**

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Motor Vehicle Workshop Tools and Equipment - J/502/4657 – Entry 3

### **Indicative Content**

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The learner must know:

#### **Tools and Equipment**

- Correct names of common hand tools and their correct use
- Correct names of common workshop equipment and their correct use
- Correct names of common measuring equipment and their correct use

#### **Locking Devices**

- Types of common locking devices used in motor vehicle and the reasons for use

### **Teaching Strategies and Learning Activities**

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It is expected that all the learning outcomes will be achieved across a range of activities within a Motor Vehicle workshop

### **Methods of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment

methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

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### **Evidence Of Achievement**

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### **Additional Information**

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# Principles of Engine Components and Operations

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<b>Unit Reference</b>	<b>L/502/4658</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit introduces the learner to the basic principles of motor vehicle engines and removal and refitting of associated components
<b>Learning Outcomes (1 to 3) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.2) <i>The learner can</i></b>
1. Be able to work safely	1.1 Use appropriate Personal Protective Equipment and methods when working on engines
2. Know about four stroke internal combustion engines	2.1 State the four stroke cycle 2.2 Identify the main engine components 2.3 State using simple terms their purpose within the engine

3. Be able to remove and refit simple four stroke engine components	3.1 Demonstrate how to remove and refit a range of simple engine components from a (non-running) stand engine
	3.2 Demonstrate the correct use of tools and equipment

## **Supporting Unit Information**

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Principles of Engine Components and Operations - L/502/4658 –  
Entry 3

### **Indicative Content**

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The learner must know:

#### **Engine Sections**

- The sections of an engine as cylinder head, cylinder block and sump

#### **Engine Components**

- Main engine components as crankshaft, connecting rod, piston, valves, and camshaft and their interaction
- Main engine ancillaries such as inlet/exhaust manifold, timing belt/chain together with tensioning devices, flywheel, engine mountings

#### **Engine Operation**

- Cycle of operation for a single cylinder 4 stroke spark ignition engine

### **Teaching Strategies and Learning Activities**

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It is expected that all the learning outcomes will be achieved using a complete stock engine suitably mounted.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk). Centres may wish to develop their own assessments for individual units or a number of units.

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### **Evidence Of Achievement**

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

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### **Additional Information**

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards website.

# Check and Maintain Vehicle Fluid Levels

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<b>Unit Reference</b>	<b>M/504/1386</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	This unit introduces learners to the use of various fluids within motor vehicles and how to check and maintain the correct levels of fluid
<b>Learning Outcomes (1 to 2) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.3) <i>The learner can</i></b>
1. Be able to work safely when checking vehicle fluid levels	1.1 Demonstrate safe working practices when checking vehicle fluid levels  1.2 Use correct PPE required to carry out given tasks  1.3 Dispose of waste products in line with environmental guidance  1.4 Clean and store tools, equipment and PPE safely

2. Be able to check and adjust vehicle fluid levels	<p>2.1 Recognise fluid reservoirs and associated fluids</p> <p>2.2 Check and maintain fluid levels using the correct type and grade of fluid</p>
	<p>2.3 Ensure reservoir caps are replaced securely</p>

## **Supporting Unit Information**

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Check and Maintain Vehicle Fluid Levels - M/504/1386 – Entry 3

### **Indicative Content**

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The learner must know:

- Types of fluids used in Motor Vehicles as coolant, engine and transmission oils, brake fluid and windscreen wash
- Types of fluid reservoirs and the correct fluid to use for each

### **Teaching Strategies And Learning Activities**

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It is expected that all the learning outcomes will be achieved using a complete vehicle, motorcycle or suitable rig providing all fluid levels can be checked and maintained.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk). Centres may wish to develop their own assessments for individual units or a number of units.

## **Evidence Of Achievement**

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All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

## **Additional Information**

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Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

# Check and Maintain Motor Vehicle External Lights

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<b>Unit Reference</b>	<b>T/504/1387</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	This unit introduces learners to the maintenance of vehicle lighting using specialist tools and equipment
<b>Learning Outcomes (1 to 3) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.2) <i>The learner can</i></b>
1. Be able to work safely when checking motor vehicle lights	1.1 Demonstrate safe working practices when checking motor vehicle lights  1.2 Use correct PPE required to carry out given tasks  1.3 Clean and store tools, equipment and PPE safely

<p>2. Know the importance of checking and maintaining motor vehicle lights</p>	<p>2.1 Identify external lights on a vehicle</p> <p>2.2 State reasons for checking that all external lights are in working order</p>
<p>3. Be able to check and maintain external motor vehicle lights</p>	<p>3.1 Check external vehicle lights for correct functioning</p> <p>3.2 Maintain external vehicle lights safely</p>

## **Supporting Unit Information**

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Check and Maintain Motor Vehicle External Lights -T/504/1387 –  
Entry 3

### **Indicative Content**

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The learner must know:

- Identification of vehicle exterior lights as sidelights, rear lights, headlamps, direction indicators, brake lights including high level, rear fog lights, reverse lights, number plate illumination and hazard warning lights
- Reasons for checking external lights
- Correct lens colours for front and rear lights
- Correct operating conditions for front and rear lights
- Correct procedure for replacing front and rear light bulbs including bulb handling procedures

### **Teaching Strategies and Learning Activities**

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It is expected that all the learning outcomes will be achieved using a complete vehicle, motorcycle or suitable rig providing all the required lighting systems are included.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that

the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks. Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk). Centres may wish to develop their own assessments for individual units or a number of units.

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### **Evidence Of Achievement**

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

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### **Additional Information**

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Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards website.

# Checking and Maintaining Car Tyre Pressure and Tread

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<b>Unit Reference</b>	<b>M/506/0861</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	This unit is designed to introduce learners to checking and maintaining car tyre pressures using specialist tools and equipment
<b>Learning Outcomes (1 to 2) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.6) <i>The learner can</i></b>
1. Be able to use relevant tools and equipment safely	1.1 Select and safely use tyre pressure gauge, air line and inflator, tread gauge and tyre pressure chart for tasks

2. Be able to maintain tyres on a car	<p>2.1 Check all tyres for uneven wear and damage and record findings on a checklist</p> <p>2.2 Identify legal tyre tread depth</p> <p>2.3 Check tread depths of all tyres using a tread gauge and record on a checklist</p> <p>2.4 Identify front and rear tyre pressures of a specified car from tyre pressure chart</p> <p>2.5 Check all tyre pressure and increase or decrease to correct value using an air line</p>
	<p>pressure gauge and inflator</p> <p>2.6 Remove dust caps, store and replace correctly when checking tyre pressure</p>

## **Supporting Unit Information**

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Checking and Maintaining Car Tyre Pressures and Tread –  
J/500/5445 - Entry 3

### **Indicative Content**

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The learner must know:

- Identification of tyre checking equipment as pressure gauge and inflator, and air line
- Tyre sizes and specifications as it affects inflation pressure
- Tyre law with regard to minimum tread depths for a range of motor vehicles
- How to use a tyre pressure chart to obtain tyre pressures for a range of vehicles and tyre specifications
- How to recognize normal and abnormal tyre wear and tyre faults that would make a tyre illegal

### **Teaching Strategies and Learning Activities**

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It is expected that all the learning outcomes will be achieved using a complete vehicle, motorcycle or a selection of suitable wheels and tyres

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk). Centres may wish to develop their own assessments for individual units or a number of units.

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### **Evidence Of Achievement**

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

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### **Additional Information**

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards website.

# Remove and Replace Motor Vehicle Road Wheels

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<b>Unit Reference</b>	<b>A/504/1388</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	This unit introduces learners to the basic principles of tyre maintenance and the removal and replacement of vehicle wheels using specialist tools and equipment
<b>Learning Outcomes (1 to 3) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.4) <i>The learner can</i></b>
1. Be able to work safely when removing and replacing motor vehicle road wheels	1.1 Demonstrate safe working practices when removing and replacing motor vehicle road wheels  1.2 Use correct PPE required to carry out given tasks  1.3 Dispose of waste products in line with environmental guidance  1.4 Clean and store tools, equipment and PPE safely

2. Know the importance of checking motor vehicle road wheels	<p>2.1 State reasons for removing wheels from a motor vehicle</p> <p>2.2 State why wheels need to be checked for condition</p>
3. Be able to remove and replace motor vehicle road wheels	<p>3.1 Select the correct tools and equipment, checking for fitness for purpose</p> <p>3.2 Safely use a jack</p> <p>3.3 Remove, check and refit wheel</p> <p>3.4 Ensure all wheel nuts are replaced securely</p>

## **Supporting Unit Information**

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Remove and Replace Motor Vehicle Road Wheels - A/504/1388 –  
Entry 3

### **Indicative Content**

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The learner must know:

- Location of safe jacking points
- Safe operation of hydraulic jack
- Purpose and correct use of axle stands
- Purpose and correct use of Torque Wrench
- How to obtain wheel nut torque data for arrange of vehicles

### **Teaching Strategies and Learning Activities**

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It is expected that all the learning outcomes will be achieved using a complete vehicle or motorcycle.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can

be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk). Centres may wish to develop their own assessments for individual units or a number of units.

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### **Evidence Of Achievement**

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

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### **Additional Information**

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards website.

# **Motorcycle Construction**

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<b>Unit Reference</b>	<b>J/502/4674</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit introduces the learner to different types of motorcycles and their basic construction
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.1)</b> <i>The learner can</i>
1. Know about the types of motorcycle available	1.1 Identify a range of motorcycle types
2. Know the names of the main parts found on motorcycles	2.1 State the names of the main parts found on naked motorcycles  2.2 State the names of the main panels found on faired motorcycles

3. Know the position of the controls on scooter and conventional motorcycles

3.1 Identify the position of the various controls found on a range of motorcycles

## **Supporting Unit Information**

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Motorcycle construction - J/502/4674 – Entry 3

### **Indicative Content**

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The learner must know:

- Identification of main motorcycle types
- Identification and purpose of main components of a naked motorcycle
- Names of motorcycle fairings and the purpose of each
- Location and purpose of major controls on a range of motorcycles

### **Teaching Strategies and Learning Activities**

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It is expected that all the learning outcomes will be achieved using a complete motorcycles or a selection of suitable images.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that

the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

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### **Evidence of Achievement**

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

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### **Additional Information**

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Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards website.

## **Routine Motorcycle Checks**

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<b>Unit Reference</b>	<b>L/502/4675</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit is designed to introduce learners to the basic checks and maintenance of motorcycles using specialist tools and equipment
<b>Learning Outcomes (1 to 3) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.3) <i>The learner can</i></b>
1. Know motorcycle systems and components that require routine checks	1.1 Identify the motorcycle systems and components that require routine checks  1.2 Identify the basic maintenance requirements for Motorcycle systems
2. Know the information and equipment required for motorcycle maintenance checks	2.1 Identify the information required for motorcycle maintenance  2.2 Identify the tools and equipment required for motorcycle maintenance

<p>3. Be able to safely and correctly carry out routine motorcycle checks</p>	<p>3.1 Use safe working practices and correct methods of working</p> <p>3.2 Use the appropriate personal protective equipment required for motorcycle checks</p>
	<p>3.3 Demonstrate the correct sequence and procedure when carrying out motorcycle checks</p>

## **Supporting Unit Information**

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Routine Motorcycle Checks - L/502/4675 – Entry 3

### **Indicative Content**

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The learner must know:

- Identification of main motorcycle systems as engine, transmission, suspension, brakes, wheels and tyres lighting and exhaust
- Reasons for routine maintenance of each system
- How to correctly identify data required for the routine maintenance of each system
- Correct sequence and procedures for carrying out routine maintenance
- Correct completion of checklists

### **Teaching Strategies and Learning Activities**

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It is expected that all the learning outcomes will be achieved using a complete motorcycle.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

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### **Evidence Of Achievement**

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

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### **Additional Information**

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Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

# Routine Braking System Checks

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<b>Unit Reference</b>	<b>M/502/4667</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit introduces learners to routine checks and basic maintenance of vehicle braking systems using specialist tools and equipment
<b>Learning Outcomes (1 to 4) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.2) <i>The learner can</i></b>
1. Be able to work safely	1.1 Use appropriate Personal Protective Equipment and methods when working on braking systems
2. Know about braking systems	2.1 State the function of a vehicle braking system  2.2 State in simple terms how the drivers effort is converted into braking forces  2.3 Identify the main components of a vehicle braking system

3. Be able to remove and replace simple brake components	3.1 Remove and refit a set of disc pads 3.2 Check operation of brake lights
and carry out simple checks	3.3 Check and top-up brake fluid reservoir
4. Know how to dispose of braking system components	4.1 State how to dispose of brake friction materials 4.2 State how to dispose of brake fluid

## **Supporting Unit Information**

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Routine Braking System Checks - M/502/4667 – Entry 3

### **Indicative Content**

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The learner must know:

- Function of the braking system
- Methods employed to convert driver pedal effort into braking force including mechanical and hydraulic systems
- Main components of hydraulic braking system as master cylinder, servo, disc brake, drum brake
- The operation of twin piston and single piston disc brakes

### **Teaching Strategies and Learning Activities**

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It is expected that all the learning outcomes will be achieved using a complete vehicle, motorcycle or suitable braking system rig.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can

be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk). Centres may wish to develop their own assessments for individual units or a number of units.

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### **Evidence Of Achievement**

All evidence must be clearly signposted to individual unit learning outcomes.

Learners must provide evidence of achievement of all learning outcomes within the unit to the standard specified within the criteria for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

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### **Additional Information**

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards website.

## **Routine Vehicle Checks**

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<b>Unit Reference</b>	<b>M/502/4670</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit introduces learners to basic routine vehicle maintenance procedures using specialist tools and equipment, and how to access sources of technical information
<b>Learning Outcomes (1 to 3) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.3) <i>The learner can</i></b>
1. Know vehicle systems and components that require routine checks	1.1 Identify the vehicle systems and components that require routine checks  1.2 Identify the basic maintenance requirements for vehicle systems
2. Know the information and equipment required for vehicle maintenance checks	2.1 Identify the information required for vehicle maintenance  2.2 Identify the tools and equipment required for vehicle maintenance

3. Be able to safely and correctly carry out vehicle checks	<p>3.1 Use safe working practices and correct methods of working</p> <p>3.2 Use the appropriate personal protection equipment (PPE) required for vehicle checks</p>
	<p>3.3 Demonstrate the correct sequence and procedure when carrying out vehicle checks</p>

## **Supporting Unit Information**

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Routine Vehicle Checks - M/502/4670 – Entry 3

### **Indicative Content**

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The learner must know:

- Identification of vehicle systems requiring routine checks as engine, external lights, fluid levels, brakes, tyres and opening body components.
- How to access data required to complete routine vehicle checks
- Correct completion of checklists

### **Teaching Strategies and Learning Activities**

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It is expected that all the learning outcomes will be achieved using a complete vehicle.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that

the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk). Centres may wish to develop their own assessments for individual units or a number of units.

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### **Evidence Of Achievement**

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### **Additional Information**

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Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards web site.

# Clean a Vehicle Interior and Exterior

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<b>Unit reference</b>	<b>F/504/1389</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	This unit introduces the learner to basic cleaning of vehicle interiors and exteriors
<b>Learning Outcomes (1 to 3) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 3.3) <i>The learner can</i></b>
1. Be able to work safely when cleaning a vehicle	1.1 Demonstrate safe working practices when cleaning a vehicle  1.2 Use correct PPE required to carry out given tasks  1.3 Clean and store tools, equipment and PPE safely
2. Be able to clean the exterior of a vehicle	2.1 Rinse off any dirt and grit from the vehicle  2.2 Wash the exterior of a vehicle  2.3 Dry the exterior of a vehicle

3. Be able to clean the a vehicle interior	3.1 Remove any rubbish from the interior of the car
	3.2 Remove internal floor mats  3.3 Clean internal floor mats  3.4 Clean a vehicle interior foot wells, seats, dash board and windows  3.5 Replace internal floor mats in the correct position

## **Supporting Unit Information**

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Clean a Vehicle Interior and Exterior - F/504/1389 – Entry 3

### **Indicative Content**

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The learner must know:

- Reasons for cleaning vehicle exterior and interior
- Correct detergent/cleaner required for particular vehicle exterior paint surfaces
- Correct detergent/cleaner required for particular vehicle interior surfaces
- Correct detergent/cleaner required for vehicle windows

### **Teaching Strategies and Learning Activities**

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By virtue of the content of this unit, it will be best delivered in a practical setting with a variety of vehicles to valet.

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units.

A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

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### **Evidence Of Achievement**

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### **Additional Information**

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# Remove and Replace Spark Plugs

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<b>Unit Reference</b>	<b>T/504/1390</b>
<b>Level</b>	<b>Entry 3</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	This unit is designed to give learners an introduction to spark plugs and associated working practices
<b>Learning Outcomes (1 to 2) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.3) <i>The learner can</i></b>
1. Be able to work safely when removing and replacing spark plugs	1.1 Demonstrate safe working practices when removing and replacing spark plugs  1.2 Use correct PPE required to carry out given tasks  1.3 Dispose of waste products in line with environmental guidance  1.4 Clean and store tools, equipment and PPE safely

2. Be able to remove and replace spark plugs	<p>2.1 Locate the spark plugs</p> <p>2.2 Remove and replace the spark plugs in the correct sequence</p> <p>2.3 Ensure all spark plugs are replaced securely</p>

## **Supporting Unit Information**

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Remove and Replace Spark Plugs - T/504/1390 – Entry 3

### **Indicative Content**

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The learner must know:

- The purpose of the spark plug within the ignition system
- The operation of the spark plug
- Spark plug specifications to suit a variety of vehicles

### **Teaching Strategies And Learning Activities**

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It is expected that all the learning outcomes will be achieved using a complete vehicle or running engine rig

Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

### **Methods Of Assessment**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

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### **Evidence Of Achievement**

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### **Additional Information**

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# Introduction to Vehicle Exhaust Systems

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<b>Unit Reference</b>	<b>M/501/7024</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit is designed to give learners an introduction to vehicle exhaust systems and associated specialist tools and equipment
<b>Learning Outcomes (1 to 5)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 5.1)</b> <i>The learner can</i>
1. Work safely	1.1 Use safe working practices when working with vehicle exhaust systems
2. Know the main components of a vehicle exhaust system	2.1 Identify and locate the main components of a vehicle exhaust system to include <ul style="list-style-type: none"><li>• manifold</li><li>• catalytic converter</li><li>• oxygen sensor</li><li>• front pipe</li><li>• silencer</li></ul>

3. Know how to inspect a vehicle exhaust system	<p>3.1 Give examples of common exhaust faults</p> <p>3.2 Perform visual inspection of exhaust system for serviceability with particular attention to leakage, corrosion, damage and security</p>
	<p>3.3 Identify key findings of inspection</p>
4. Know how to replace a vehicle exhaust component	<p>4.1 Remove an exhaust component</p> <p>4.2 Identify the correct replacement component for a specified vehicle</p> <p>4.3 Fit an exhaust component in accordance with manufacturers guidance</p> <p>4.4 Perform inspection to ensure correct alignment, security and sealing</p>
5. Be aware of environmental considerations	<p>5.1 Demonstrate appropriate ways to dispose of waste products in accordance with environmental guidance</p>

## Supporting Unit Information

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Introduction to Vehicle Exhaust Systems - M/501/7024 - Level 1

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## Indicative Content

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The learner must understand:

### Exhaust Systems

- The main parts of an exhaust system as

- Manifold
- Rigid and flexible pipes
- Silencers and expansion boxes
- Flexible mountings
- Types of exhaust silencers and the function of each
- The purpose of a catalytic converter and its position in an exhaust system

## **Teaching Strategies and Learning Activities**

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It is strongly recommended that this unit be delivered in a practical setting. Changing exhaust systems are best achieved on a complete vehicle with an operating exhaust system.

## **Methods Of Assessment**

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This unit is internally assessed and externally moderated.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

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## **Evidence Of Achievement**

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## **Additional Information**

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# Introduction to Vehicle Ignition Systems

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<b>Unit Reference</b>	<b>A/501/7026</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>2</b>
<b>Guided Learning Hours</b>	<b>20</b>
<b>Unit Summary</b>	This unit gives learners a basic introduction to vehicle ignition systems using specialist tools and equipment
<b>Learning Outcomes (1 to 4) <i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 4.1) <i>The learner can</i></b>
1. Work safely	1.1 Use safe working practices when working with vehicle ignition systems  1.2 Identify and avoid specific risks associated with high tension systems
2. Know the main components of a vehicle ignition system	2.1 Identify and locate the main components of a vehicle ignition system to include <ul style="list-style-type: none"><li>• ignition coils</li><li>• spark plug leads</li><li>• spark plugs</li></ul> 2.2 Identify the primary purpose of each

3. Know how to replace a vehicle ignition component	<p>3.1 Remove and replace an ignition coil</p> <p>3.2 Remove, inspect and measure the resistance of an HT lead using correct equipment</p> <p>3.3 Replace the HT lead in the correct position</p> <p>3.4 Remove and examine spark plugs to identify signs of wear</p> <p>3.5 Replace spark plugs in accordance with manufacturers' guidance</p> <p>3.6 Start engine to check correct engine operation and throttle response</p>
4. Be aware of environmental considerations	<p>4.1 Demonstrate appropriate ways to dispose of waste products in accordance with environmental guidance</p>

## Supporting Unit Information

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Introduction to Vehicle Ignition Systems - A/501/7026 – Level 1

## Indicative Content

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The learner must understand:

### **Ignition Systems**

- The need for an ignition system in spark ignition engines
- The function of the main ignition components
- The operation of the ignition coil

- The purpose of a sparking plug and the terms used in correct selection such as - reach
  - diameter
  - gap
  - seat type
- How to assess the condition of high tension leads

## Teaching Strategies And Learning Activities

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It is strongly recommended that this unit be delivered in a practical setting. The replacement of ignition components is best achieved on a complete vehicle or running engine rig.

## Methods Of Assessment

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This unit is internally assessed and externally moderated.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced.

### **Methods of assessment must include practical tasks.**

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## Evidence Of Achievement

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Learners must provide evidence of achievement of **all learning outcomes** within the unit to the standard specified within the criteria

for assessment in order to be awarded credit. All evidence must be clearly signposted to individual unit learning outcomes.

Sample evidence checklists are available on the SEG website.

## **Additional Information**

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### **Additional Information**

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# Introduction to Customer Care

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<b>Unit Reference</b>	<b>D/501/7021</b>
<b>Level</b>	<b>1</b>
<b>Credit Value</b>	<b>1</b>
<b>Guided Learning Hours</b>	<b>10</b>
<b>Unit Summary</b>	To help the learner to understand the benefits of good customer service and how poor customer service can affect a business
<b>Learning Outcomes (1 to 4)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 4.1)</b> <i>The learner can</i>
1. Recognise the elements of positive customer experience	1.1 Give an example of a positive customer experience  1.2 Give an example of a negative customer experience
2. Understand the importance of the customer's experience to a business	2.1 Indicate how positive and negative customer experience could affect a business

<p>3. Recognise own contribution to customer experience</p>	<p>3.1 Identify and demonstrate behaviours that would contribute to a positive customer experience when:</p> <ul style="list-style-type: none"> <li>• greeting a customer</li> <li>• answering customer questions</li> </ul>
	<p>3.2 Identify and demonstrate behaviours that would contribute to a negative customer experience when:</p> <ul style="list-style-type: none"> <li>• greeting a customer</li> <li>• answering customer questions</li> <li>• relaying customer information or requests to the correct workplace person</li> </ul>
<p>4. Know how to promote customer safety</p>	<p>4.1 Identify and demonstrate customer safety procedures</p>

## Supporting Unit Information

### Introduction to Customer Care - D/501/7021 - Level 1

#### Indicative Content

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An indication of typical areas of learning includes an introduction to the following

#### **Learning Outcome 1. Recognise the elements of positive customer experience**

Learners should give examples of both positive and negative customer experience such as

**Positive:** Helpful and polite resolved customer query promptly

**Negative:** Rude to customer, failed to resolve customer query

#### **Learning Outcome 2. Understand the importance of the customer's experience to a business**

Learners should state how positive and negative customer experience could affect a business; such as reduced custom, poor reputation, word of mouth, internet reviews, etc

#### **Learning Outcome 3. Recognise own contribution to customer experience**

Behaviours that would contribute to a positive customer experience when:

- Greeting a customer – warm and welcoming, polite greeting
- Answering customer questions – polite response, patient, helpful
- Relaying customer information or requests to the correct workplace person – finding the correct person, politely taking details, reassuring the customer that the query is being dealt with

Behaviours that would contribute to a negative customer experience when:

- Greeting a customer – Rudeness, rushed, ignoring a customer
- Answering customer questions – Impolite, failure to answer question or provide a reason for not doing so
- Relaying customer information or requests to the correct workplace person – rude to customer, looking like it is too much trouble, not reassuring the customer

**Learning Outcome 4. Know how to promote customer safety** Learners should identify customer safety procedures and actively demonstrate them in work situations within their organisation

## **Teaching Strategies and Learning Activities**

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Centres should adopt a delivery approach which supports the development of their particular learners. The aims and aspirations of all learners, including those with identified special needs, including learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## **Methods of Assessment and Evidence of Achievement**

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This unit will be internally assessed, internally and externally moderated via a learner's portfolio and other related evidence, against the unit outcomes and assessment criteria.

Providers are encouraged to use innovative and stimulating assessment methods and to ensure there is an appropriate and manageable range, balance and volume of assessment across units. A number of units can be assessed via integrative assessment methods but it is essential that the evidence of achievement is clearly signposted and referenced. Methods of assessment must include practical tasks.

Sample assessment tasks are provided that may be used or adapted as appropriate. These are available on the SEG website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk). Centres may wish to develop their own assessments for individual units or a number of units.

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## **Additional Information**

Additional guidance for delivering and assessing SEG Awards qualifications and information about Internal Quality Assurance is available on the SEG Awards webs

# Appendices

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## Recognition of Prior Learning, Exemption and Credit Transfer

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SEG Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within SEG qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the SEG qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to SEG.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – SEG may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number.

Assessors must ensure that they review and verify the evidence through sight of:

- Original certificates OR
- Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

SEG encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption and Credit Transfer. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

## **Certification**

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Learners will be certificated for all units and qualifications that are claimed.

**SEG's policies and procedures are available on the SEG website in the Examination Officers' Guide.**

## **Glossary of Terms**

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### **GLH (Guided Learning Hours)**

GLH is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GLH is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated assessment
- The learner is being observed.

### **TQT (Total Qualification Time)**

'The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning Hours (GLH) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.