



INSTITUTE OF THE  
MOTOR INDUSTRY

## **QUALIFICATION SPECIFICATION Part A: ASSESSOR AND QUALITY ASSURER GUIDANCE**

IMI Level 1 Award in Transport Maintenance

Ofqual I.D.: 601/8753/0

IMI Level 1 Certificate in Transport Maintenance

Ofqual I.D.: 601/8754/2

# IMI Level 1 Certificate in Vehicle Valeting

Ofqual I.D.: 601/8755/4

# IMI Level 1 Diploma in Transport Maintenance

Ofqual I.D.: 601/8756/6

May 2016: V1

**Note:**

This guide should be used in conjunction with the:

- Qualification Specification Part B: Structure and Assessment Criteria
- Combination Assessments
- Candidate Assessment Summary
- IMI VRQ Assessment Strategy
- and the IMI Operating Manual for Approved Centres

## **CENTRE INFORMATION**

Please be aware that any **legislation** referred to in these qualifications may be subject to amendment/s during the life of the qualifications. Therefore IMI Approved Centres must ensure they are aware of and comply with any amendments, e.g. to health and safety legislation and employment practices.

Please be aware that **vehicle technologies** referred to in these qualifications reflect current practice, but may be subject to amendment/s, updates and replacements during the life of the qualifications. Therefore IMI Approved Centres must ensure they are aware of the latest developments and emerging technologies to ensure the currency of these qualifications.

© 2017 IMI

All rights reserved. No part of this publication may be reproduced, stored in retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of IMI.

Requests should be made in writing and addressed to:

The Institute of the Motor Industry (IMI), Fanshaws, Brickendon, Hertford, SG13 8PQ

**QUALIFICATION SPECIFICATION Part A:  
ASSESSOR AND QUALITY ASSURER GUIDANCE  
IMI Level 1 Transport Maintenance & IMI Level 1 Vehicle Valeting**

<b>INTRODUCTION</b>	<b>4</b>
<b>IMI Awarding Body/Organisation</b>	<b>4</b>
<b>IMI Complaints and Appeals Procedure</b>	<b>5</b>
<b>Centre Recognition and Approval</b>	<b>5</b>
<b>Regulated Qualifications Framework (RQF)</b>	<b>6</b>
<b>IMI LEVEL 1 IN TRANSPORT MAINTENANCE &amp; IMI LEVEL 1 IN VEHICLE VALETING</b>	<b>7</b>
<b>Award</b>	<b>7</b>
<b>Certificate</b>	<b>7</b>
<b>Diploma</b>	<b>7</b>
<b>QUALIFICATION SPECIFICATION PART B: QUALIFICATIONS' STRUCTURES &amp; UNITS</b>	<b>7</b>
<b>ASSESSMENT METHODOLOGY</b>	<b>9</b>
<b>IMI Combined Assessments</b>	<b>9</b>
<b>IMI On-line Assessment</b>	<b>10</b>
<b>LEARNING AND ASSESSMENT STRATEGIES</b>	<b>11</b>
<b>Introduction</b>	<b>11</b>
<b>Different Assessment Methods</b>	<b>11</b>

<b>Developing a Strategy</b>	<b>11</b>
<b>ADDITIONAL INFORMATION FOR ASSESSORS AND QUALITY ASSURERS</b>	<b>13</b>
<b>Learner Entry Requirements</b>	<b>13</b>
<b>Learner Induction</b>	<b>13</b>
<b>IMI ADMINISTRATION</b>	<b>14</b>

## **INTRODUCTION**

IMI has published this qualification specification as required by the Office of Qualifications and Examinations Regulation (Ofqual), to set out:

- the qualifications' objectives
- any other qualification that a learner must have completed before taking the qualifications
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualifications
- units that a learner must have completed before the qualifications will be awarded, and any optional routes
- any other requirements that a learner must have satisfied before the learner will be assessed, or before the qualifications will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualifications (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured
- any specimen materials
- any specified levels of attainment.

### **IMI Awarding Body/Organisation**

The IMI was set up in 1920 to serve the developing motor industry. The IMI is now the only organisation representing individuals of all vocations and status within the industry, and plays the leading role in advancing the quality and integrity of the profession. The IMI has been committed to vocational qualifications since 1985.

IMI is now the leading awarding body for the retail motor industry. We offer an unrivalled range of motor industry qualifications that demonstrate knowledge, skills and competence, the foundation of a successful career. IMI is the UK's only awarding body that is focused on the motor industry and closely related sectors.

IMI is recognised as an Awarding Organisation by Ofqual, the regulator for qualifications, examinations and assessments in England and by both Ofqual and CCEA for vocational qualifications in Northern Ireland, and by the Qualification Wales as the regulator for qualifications in Wales. This allows IMI to approve assessment centres, i.e. colleges, training providers and employers to run qualifications for potential learners.

IMI representatives, i.e. external quality assurers, visit its approved centres to ensure that they are working to regulations.

IMI contact details, are as follows:

IMI  
Fanshaws  
Brickendon Lane  
Brickendon  
Hertford  
SG13 8PQ

Tel: 01992 511521

email: [info@theimi.org.uk](mailto:info@theimi.org.uk)

<http://awarding.theimi.org.uk/>



## **IMI Complaints and Appeals Procedure**

The IMI procedures for complaints and appeals are open to each centre, prospective centres, their staff and all learners. The procedures are designed to resolve disputes arising from the following activities:

- assessment and verification practice or decisions
- centre approval decisions
- claims for certification
- or any other complaint a learner may have

**Note to assessors:** Learners must have access to the IMI Guidance for Candidates which contains the IMI complaints and appeals procedure.

## **Centre Recognition and Approval**

Centres wishing to offer these qualifications must first be approved by IMI.

Centres must adhere to the information in this document, and the IMI operating manual. Further details on the approval process and the operating manual are available at <http://awarding.theimi.org.uk/>.

## **Regulated Qualifications Framework (RQF)**

These IMI qualifications are on Ofqual's Regulated Qualifications Framework (RQF) and are regulated by Ofqual in England and CCEA. The RQF currently provides a single system for cataloguing all qualifications regulated by Ofqual and CCEA.

There are eight levels of the RQF, supported by three 'entry' levels. A qualification's level indicates the difficulty and complexity of the knowledge and skills associated with the qualification. Qualifications can sit at different levels, but can require similar amounts of study and assessment time. Equally, qualifications at the same level can take different amounts of study and assessment time.

A qualification's size refers to the estimated total amount of time it should typically take to study and be assessed for a qualification. This can be anything from a matter of hours to several years of study; and different students can take different amounts of time to study for the same qualification. Size is expressed in terms of Total Qualification Time (TQT). The part of that time typically spent being taught or supervised, rather than studying alone, is known as Guided Learning Hours (GL).

To further understand the level of difficulty of the units and qualifications on the RQF, it might be helpful to know that GCSEs (grade A\*-C) are level 2, GCE A levels are level 3 and a PhD is a level 8.

For further information on the RQF, please visit Ofqual's website:

<https://www.gov.uk/find-a-regulated-qualification>

*Note: The RQF replaced the Qualifications and Credit Framework (QCF) and National Qualifications Framework (NQF) in October 2015.*

### **NOTE:**

You can have an Award, Certificate or Diploma of any difficulty level from entry to 8. This is because the type indicates the size of qualification, not its difficulty. The title of a qualification should indicate its difficulty, how long it will take the average learner to complete, and its general content, using the following information:

- Qualification level (from lowest, entry level to level 8 at the top)
- Qualification size (award/certificate/diploma)
- Content of the qualification

## **IMI LEVEL 1 IN TRANSPORT MAINTENANCE & IMI LEVEL 1 IN VEHICLE VALETING**

These qualifications are designed to engage and motivate 14-19 year olds who are interested in learning about the automotive retail industry. They are aimed at learners who prefer and respond to 'hands-on' learning. Therefore they each have a practical approach to assessment and include many visual questioning techniques which will stimulate and interest learners.

### **Award**

This Award is ideal for those learners who wish to undertake a qualification which provides a stepping stone to the IMI Level 1 Certificate in Transport Maintenance or the IMI Level 1 Certificate in Vehicle Valeting.

### **Certificate**

This Certificate is ideal for those learners who wish to undertake a qualification which will support their progress to a Level 1 Diploma in Transport Maintenance or a Level 2 qualification. It can also supplement their progress to GCSEs and other appropriate destinations.

### **Diploma**

This Diploma is ideally suited to 16-19 year old learners who enjoy the sector and wish to develop experience in a variety of motor industry sectors, at a level suiting their ability. It will also support a learner's progress to a Level 2 qualification or an Intermediate Apprenticeship (Level 2).

## **QUALIFICATION SPECIFICATION PART B: QUALIFICATIONS' STRUCTURES & UNITS**

The Qualification Specification Part B contains the Level 1 Award, Certificate and Diploma qualifications' unit structures and assessment criteria. The structures include the Total Qualification Time (TQT), each unit's IMI unit reference code, Ofqual unit I.D no. and guided learning hours (GL). The unit assessment criteria for these qualifications combine both knowledge and skills.

**Note:** The IMI unit reference code is the same (where applicable) as the unit's online test number.

All four qualifications contain mandatory units. These units are considered to be essential for learners to achieve in order to gain a broad introduction to the transport maintenance sector at Level 1.

The remaining units are optional; to provide flexibility within the qualification chosen. All four qualifications have the option to choose and achieve Specialist Units, Personal and Social Development (PSD) units and Foundation Skills units. The Certificate and Diploma qualifications also allow a learner to choose Health, Safety, Tools and Equipment units, along with Electrically Propelled Awareness units.

Each unit is written in a specific way, as follows:

The **unit reference** is IMI code for the unit and (where applicable) also the unit's on line test number.

The **unit title** is a concise, but explicit description of what the unit covers.

The units within these qualifications are at **RQF** Level 1.

**Total Qualification Time (TQT)** is comprised of the following two elements:

1. the number of hours which IMI has assigned to the qualifications for guided learning and
2. an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The **guided learning** hours are an indication to assessors/tutors of how long each unit will take to deliver. (These times allow for teaching supported by practical task and training.) Please note that the guided learning hours should be viewed flexibly, as they will be dependent on the experience of the learner.

The **unit rationale** is a short description of what the unit covers and what the learner will achieve.

The **learning outcomes** and **assessment criteria** set out what learners are expected to know, understand and/or be able to do.

### Example Evidence Requirements

Evidence Requirements
You <b>must be observed by your assessor</b> completing <b>all</b> of the activities listed below on <b>at least one</b> occasion:
Removing and refitting a road wheel to a motorcycle
Removing and refitting a tubed tyre to a road wheel

Balancing a wheel and tyre to within acceptable tolerances
Checking a tyre's suitability and legality for fitment to a motorcycle

The **units'** are also amplified by content. **Learners are required to understand how to apply this content to the unit.** This will ensure that they have the required breadth of knowledge across the units they are undertaking.

**Note:** Any item listed in the content may be assessed within the online tests.

In order to pass and achieve certification of their selected qualification, learners must achieve all of their selected units' learning outcomes, assessment criteria and assessments.

**Note:** IMI has developed a **Candidate Assessment Summary** document for assessors and internal quality assurers to complete as the learner achieves each unit. The Candidate Assessment Summary (or an approved equivalent) must be used throughout the learner's qualification. This document can be found within the 'qualifications' area of the IMI website ([www.awarding.theimi.org.uk](http://www.awarding.theimi.org.uk)) by searching for the qualification and downloading it from the 'documents' section.

## ASSESSMENT METHODOLOGY

In order to pass these qualifications, learners must demonstrate its learning outcomes by following and achieving the two assessment components:

- a. **IMI Combined Assessments**
- b. **IMI On-line Assessment (one online test which covers the mandatory units)**

### **IMI Combined Assessments**

IMI has created a set of combined assessments to be completed by learners for each of their selected units. These combined assessments are designed to ensure rigour and quality of assessment by measuring the learner's underpinning knowledge and practical ability.

**For Assessor use only.** All units have sample solutions/marking schemes at the back of the **Combined Support Material** documents. The pass mark for these is 60%.

Assessor Feedback boxes: These boxes are designed to provide assessors with an area where they can record their observations of the learner for each task. These boxes can be used flexibly, at the assessor's discretion.

The assessments for these qualifications are in the IMI **Combined Support Material** documents. These documents can be found within the 'qualifications' area of the IMI website ([www.awarding.theimi.org.uk](http://www.awarding.theimi.org.uk)) by searching for the qualification and downloading it from the 'documents' section. It is essential that assessors check the website at regular intervals to ensure that they are using the latest assessments.

All assessments must be recorded and marked by an IMI approved assessor from the approved centre. They will form part of the centre's internal quality assurance process.

To ensure consistency of approach, the assessments will be sampled by an IMI external quality assurer during their regular monitoring visits to the approved centre (see IMI Operating Manual for monitoring procedures).

## IMI On-line Assessment

All learners registered on these qualifications must successfully complete the on-line test which assesses L1MV01 and L1MV02, set by IMI.

All tests contain 20 questions that are in a multiple-choice format; some questions also contain images. The learner has 40 minutes to complete the test.

Test No	Duration	Pass Mark
L1MVMQ	40 minutes	60%

The online test is automatically assigned to a learner when they are registered with IMI for one of the Level 1 Qualifications for Transport Maintenance or Vehicle Valeting. Centres must ensure that learners are registered with IMI at least 48 hours prior to any testing being scheduled.

**Note:** To access a test, a learner must be logged onto the system by an IMI approved assessor/invigilator. It is the centre co-ordinator's responsibility to ensure that the **correct invigilation procedures** are carried out (see IMI operating manual).

The result of the on-line test is available instantly. Assessors are advised to retain a printout of the test results with the learner's assessment records.

If the learner fails to achieve the necessary pass mark, they may re-sit the test if they wish to achieve their selected qualification (in addition to its assessments). Re-sits may only be attempted after a minimum of 48 hours.

Full details as to how learners can access the on-line tests are contained in the **IMI Approved Centre Operating Manual**. The IMI operating manual is available in the 'centres' area of the IMI website at <http://awarding.theimi.org.uk/>

## **LEARNING AND ASSESSMENT STRATEGIES**

### **Introduction**

The structure of these qualifications and their respective learning outcomes (in the Qualification Specification Part B) must be met for learners to achieve their selected qualification. However, the approved centre is responsible for adopting learning and additional assessment strategies to help the learner throughout their programme.

These qualifications have been designed to be offered to full time or part-time learners who may attend the centre on a day release or block release basis.

Whatever the timescales for attendance, it is essential that delivery of these qualifications is given a practical emphasis.

### **Different Assessment Methods**

A range of assessment methods should be used to enhance the learning outcomes, in addition to the IMI assessments. The assessment methods selected for each unit should be appropriate to its aims, level of work and the learning outcomes to be achieved. These qualifications support the delivery of 'theory', but all opportunities should be taken to support this with practical instruction and/or demonstration.

Different assessment methods to consider include:

- open-ended and long answer questions
- reports, reviews and case studies
- practical assignments (assessed for process, as well as product)
- 'end of unit' multiple-choice question papers
- observation

### **Developing a Strategy**

The assessment of these qualifications is based upon the achievement of learning outcomes. For each learning outcome there is a set of assessment criteria, all of which must be met by learners (see Qualification Specification Part B).



An example strategy showing how these learning outcomes may be achieved is shown overleaf.

<b>Assessment and Learning Strategy</b>			
	Individual assessment	Group assessment	Learning strategy
Knowledge and understanding	<ul style="list-style-type: none"> <li>• online external tests</li> <li>• structured discussion (recorded)</li> </ul>	<ul style="list-style-type: none"> <li>• group exercises</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrations</li> <li>• assessorials</li> <li>• e-learning</li> <li>• blended learning etc.</li> </ul>
Skills and competences	<ul style="list-style-type: none"> <li>• individual assignments</li> <li>• individual projects</li> <li>• individual presentations</li> <li>• reflective journals/logs</li> <li>• observation of performance</li> <li>• testimony, reports of others (e.g. peers)</li> <li>• practical workshop tests</li> <li>• video or digitally recorded evidence</li> </ul>	<ul style="list-style-type: none"> <li>• group projects</li> <li>• group presentations</li> </ul>	<ul style="list-style-type: none"> <li>• skills workshops</li> <li>• simulations</li> <li>• role-play</li> <li>• case studies</li> </ul>
Values and attitudes	<ul style="list-style-type: none"> <li>• reflective journals/logs</li> <li>• discussion</li> </ul>	<ul style="list-style-type: none"> <li>• group exercises</li> <li>• group presentations</li> </ul>	<ul style="list-style-type: none"> <li>• peer support</li> </ul>

When developing and following such strategies, it is important to use the assessment criteria to standardise assessment methods. This will serve two main purposes:

- to help clarify to learners how their work will be judged (irrespective of which assessor is teaching them)
- to ensure that there will not be any unfair disparity in the ways a unit will be assessed by different assessors.

### **Summary**

Although the assessment criteria for learners to achieve these qualifications is clearly defined, there is also sufficient scope for centres to devise their own additional assessments. Centres are also responsible for monitoring learners' progress throughout their programme.

**Do:**

- develop a learning and assessment strategy
- use a range of different assessment methods
- use assessment criteria to standardise assessment methods

## **ADDITIONAL INFORMATION FOR ASSESSORS AND QUALITY ASSURERS**

### **Learner Entry Requirements**

There are no other formal entry requirements for these qualifications. However selection for entry should take into account each applicant's existing academic/vocational qualifications, experience and interest in working in the sector.

### **Learner Induction**

Each learner must receive a face-to-face induction before commencing a qualification. The learner must be informed of which qualification they are registered for with IMI, and be made aware of the assessment methods that will be used throughout their chosen qualification.

IMI expects the approved centres to pay particular attention to the following areas during the learner's induction:

- Health and Safety
- Employment Rights and Responsibilities, including codes of conduct & anti-discrimination
- Customer Rights, including ethics
- Industry Issues, including professional organisations, and environmental & economic concerns.

All learners registered must have access to fair and proper assessment. Approved Centres must ensure that all learners have access to:

- the IMI Guidance for Candidates, which contains the IMI Complaints and Appeals Procedure. They must also have access to the centre's own complaints procedure.

Health and safety is paramount. Centres offering these qualifications to young people between 14 and 16 years of age must be aware of their additional responsibilities.

All training workshops (and work placements) must be risk assessed to ensure that the environment is safe and secure for 14-16 year olds prior to delivery of training and that due care and diligence is taken throughout.

The risk assessment must detail how risks to learners will be minimised or alleviated. The risk assessment should ensure the workshop/placement meets legal requirements, e.g. Health & Safety at Work Acts and Employer Liability Insurance. The risk assessment

and workplace monitoring processes must be auditable and retained by the centre to be reviewed at anytime by an IMI external quality assurer.

Full details of policies and procedures and all other criteria to maintain the status as an IMI approved centre are contained in the IMI operating manual.

## IMI ADMINISTRATION

**The IMI Approved Centre Operating Manual is the key source of information for approved centres offering IMI qualifications.** It states clearly the roles and responsibilities of centre personnel and the policies and procedures that must be in place at the centre.

It includes details of:

- the centre approval criteria
- the administrative procedures to register learners and request certificates
- health and safety requirements
- the policy to ensure equal opportunities and access to fair assessment for all learners
- the procedures for applying for **special assessment arrangements**
- the Complaints and Appeals Procedure
- and the IMI customer service charter.

Up to date information on IMI fees and charges can also be found on the website, <http://awarding.theimi.org.uk/>

In brief, the **assessment requirements** for these qualifications (as specified in these guidance notes) must be met in full before a learner can be deemed to have completed the qualification. These qualifications must be **internally quality assured** in line with the approved centre's strategy for internal quality assurance.

Records of learners' progress and achievements must also be kept at the centre. Although centre records may take a variety of formats, they must be clear and concise and show unsuccessful assessments, as well as learner achievements. They must be made available to an IMI External Quality Assurer during routine monitoring visits; therefore providing a clear audit trail to show where, when and how learners have met the criteria.

IMI has developed a **Candidate Assessment Summary** document for assessors and internal quality assurers to complete as the learner achieves each unit. The Candidate Assessment Summary (or an approved equivalent) must be used throughout the learner's qualification. This document can be found within the 'qualifications' area of the IMI website ([www.awarding.theimi.org.uk](http://www.awarding.theimi.org.uk)) by searching for the qualification and downloading it from the 'documents' section.

An IMI external quality assurer will sample learners' work during routine monitoring visits to the centre and prior to **certification** claims being made unless the centre has direct claim status (see the IMI operating manual).

**For up-to-date information, please ensure all the latest amendments are downloaded from the qualifications area of the IMI website.**

**IMI  
Fanshaws  
Brickendon  
Hertford  
SG13 8PQ**

**<http://awarding.theimi.org.uk/>**

**Tel: 01992 511521**



**INSTITUTE OF THE  
MOTOR INDUSTRY**

# **CANDIDATE ASSESSMENT SUMMARY**

## **IMI Level 1 Award in Transport Maintenance**

**I.D: 601/8753/0**

<b>Learner Name:</b>	
<b>Reg No:</b>	

<b>Assessor Name:</b>		<b>PIN:</b>	
-----------------------	--	-------------	--



<b>Assessor Signature:</b>	
----------------------------	--

<b>IV Name:</b>		<b>PIN:</b>	
<b>IV Signature:</b>			

### IMI Level 1 Award in Transport Maintenance

In order to achieve this qualification, learners must achieve the following;

Group A: All units (TQT: 46 Hours)

Group B: Min 1 unit to be selected (TQT: 12-28 Hours)

Group C: Min 1 unit to be selected (TQT: 10-20 Hours)

Group D: Min 1 unit to be selected (TQT: 8-22 Hours)

TQT: 76-116 Hours

GL: 54-84 Hours

Group A – Mandatory Units					
Unit Ref	Unit Chosen (tick)	Unit Component assessment	Assessor Pin	Date Completed	
L1MV01	✓	Health and Safety in the Workplace (F/508/3612)			
		Written Task			
		Practical Task			
L1MV02	✓	Locating, Interpreting and Using Technical Information (J/508/3613)			

		Written Task			
		Practical Task			
Mandatory Online Test					
<b>Note: Learners must achieve <u>All</u> of the Mandatory Units in Group A.</b>					

Group B – Foundation Skills				
Unit Ref	Unit Chosen (tick)	Unit Component assessment	Assessor Pin	Date Completed
L1MV04		Knowledge Relating to Automotive Foundation Skills (R/508/3615)		
		Written Task		
		Practical Task		
ET133	✓	Introduction to Low Carbon Technologies in the Automotive Industry (K/505/4248)		
		Written Task		
L1MV66		Moving Loads and Vehicle Lifting (R/508/3646)		
		Written Task		
		Practical Task		
L1MV85		Vehicle Materials and Joining Methods (A/508/3656)		
		Written Task		
		Practical Task		
L1MV86		The Retail Motor Industry (F/508/3657)		
		Written Task		
		Practical Task		
L1MV87		Knowledge Relating to Corrosion Protection (J/508/3658)		
		Written Task		
		Practical Task		
<b>Note: Learners must achieve <u>1</u> of the Foundation Skills Units in Group B</b>				

Group C – PSD Units				
Unit Ref	Unit Chosen (tick)	Unit Component assessment	Assessor Pin	Date Completed
L1MV06		Preparation to Become a Vehicle Driver (Y/508/3616)		
		Written Task		
		Practical Task		

L1MV07		Preparation for Riding a Motorcycle or Moped (D/508/3617)		
		Written Task		
		Practical Task		
L1MV08	✓	Reducing Risks When Driving Vehicles (H/508/3618)		
		Written Task		
		Practical Task		
L1MV09		Introduction to Mobile Automotive Repair Trades (K/508/3619)		
		Written Task		
		Practical Task		
L1MV10		Introduction to Business Enterprise (D/508/3620)		
		N/A		
<b>Note: Learners must achieve <u>1</u> of the PSD Units in Group C</b>				

Group D – Mechanical				
Unit Ref	Unit Chosen (tick)	Unit Component assessment	Assessor Pin	Date Completed
L1MV21		Air and Liquid Cooling System Components and Operation (J/508/3627)		
		Written Task		
		Practical Task		
L1MV22	✓	Lubrication System Components and Operation (L/508/3628)		
		Written Task		
		Practical Task		
ELMV25		Introduction to Compression Ignition Fuel Systems (Y/507/8741)		
		Written Task		
		Practical Task		
L1MV26		Compression Ignition Fuel System Maintenance (R/508/3629)		
		Written Task		
		Practical Task		
ELMV21		Vehicle Driveline Maintenance (R/507/8737)		
		Written Task		
		Practical Task		
ELMV20		Routine Vehicle Maintenance Processes and Procedures (L/507/8736)		
		Written Task		
		Practical Task		
L1MV80		Remove and Replace a Cycle Gear Assembly (D/508/3651)		
		Written Task		
		Practical Task		
L1MV81		Carry Out a Systematic Cycle Check (H/508/3652)		
		Written Task		
		Practical Task		
L1MV82		Repair a Cycle Puncture (K/508/3653)		

		Written Task		
		Practical Task		
L1MV83		Remove and Replace a Cycle Rim Brake Assembly (M/508/3654)		
		Written Task		
		Practical Task		
<b>Note: Learners must achieve <u>1</u> of the Mechanical Units in Group D.</b>				

**Declaration:**

I confirm that all learning outcomes for the units chosen have been met and all assessments have been completed in full:

<b>Assessor Name:</b> (Please Print)		<b>Assessor PIN:</b>	
<b>Assessor Signature:</b>		<b>Date:</b>	

<b>Internal Verifier Name:</b> (Please Print)		<b>Internal Verifier PIN:</b>	
<b>Internal Verifier Signature:</b>		<b>Date:</b>	

**Scheme of Work 2018-2019**

Faculty: <b>Technology</b>	Faculty Area: <b>Automotive</b>
Programme Title and Level: <b>IMI L1 Award in Transport Maintenance</b>	Course Code and Class Number:
Course Leader: <b>Andrew Langsdale</b>	Tutor: <b>Andrew Langsdale</b>
Unit(s): <b>L1MV01, L1MV02, ET133, L1MV08, L1MV22</b>	Day: <b>Friday</b>
Hours per week:	FAM Signature and Date:

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assessment schedule</b>
1	7-9-20	<b>Induction</b>	
2	14-9-20	<b>Induction</b>	
3	21-9-20	<b>L1MV01</b>	
4	28-9-20	<b>L1MV01</b>	
5	5-10-2-	<b>L1MV01</b>	



6	12-10-20	L1MV01	
7	19-10-20	L1MV01	Completion of written assessment
8	26-10-20	Half Term	
9	02-11-20	L1MV02	
10	09-11-20	L1MV02	
11	16-11-20	L1MV02	Completion of written assessment
12	23-11-20	L1MV01 & L1MV02	Revision & online assessment
13	30-11-20	ET133	
14	07-12-20	ET133	
15	14-12-20	ET133	
16	21-12-20	ET133	Completion of written assessment
17		Xmas	
18		Xmas	
19			
20			
21			

22			
23			
24			
25			
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			
36			

Week	Lesson Topic & Specification Reference	Learning intention/ Learning outcomes <i>(What is it that you want learners to know or do by the end of the lesson?)</i>	Learning activities <i>(Outlining how they will differentiate, resources to be used, curriculum diversity, and how learners individual needs will be met.)</i>	Assessment strategies <i>(How will you and learners monitor learning and progress towards the lesson intentions/outcomes?)</i>	Development of Progression and Employability Skills <i>(How will you support learners to develop their Progression and Employability skills including English, maths, ICT skills and understanding of EDI).</i>
	L1MV01 Health and Safety in the workplace	<p><b>Know health and safety requirements and information used in the workplace</b></p> <p><b>Awareness of others</b></p>	<p>Present and discuss with learners their personal and others responsibilities, hazards and risks of working in the workplace, highlight the consequences of in appropriate behaviour, failing to recognise hazards and risks. Highlight safe working practices, the purpose, use and reviews of risk assessments in the workplace. Have learners inspect the workplace to identify and record the locations of health and safety information and notices. Create questions and quizzes to test learners understanding and knowledge. Use of setting up a workplace with recognised hazards will enable learners to demonstrate hazard awareness and associated risks. Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given</p>	<p>Through observation of practical competence, discussion, group work, IT, &amp; paper based formative activities.</p>	<p>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork, professional standards, following instructions and procedures.</p>

	<p><b>L1MV01 Health and Safety in the workplace</b></p>	<p><b>Know the safe manual handling techniques to be used in the workplace</b></p>	<p>Use HSE Website for examples of accidents in the workplace caused through neglect and poor housekeeping. Present and discuss with learners the safe manual handling techniques, the types of equipment and their correct use to reduce the risk of personal injuries.</p> <p>Highlight the consequences of in not using the correct techniques and appropriate selection and use of equipment. Highlight safe working practices, the purpose, use and reviews of risk assessments in the workplace. Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given</p>	<p>Through observation of practical competence, discussion, group work, IT, &amp; paper based formative activities.</p>	<p>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork, professional standards, following instructions and procedures.</p>
	<p><b>L1MV01 Health and Safety in the workplace</b></p>	<p><b>Know the local legislation procedures associated with working in the workplace</b></p>	<p>Demonstrate to learners the practices of recognising and using appropriate techniques to move objects and components around the workplace Use HSE Web site for guidelines and legislation regarding</p>	<p>Through observation of practical competence, discussion, group work, IT, &amp; paper based formative activities.</p>	<p>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork, professional standards, following instructions and procedures.</p>

	<p><b>L1MV01 Health and Safety in the workplace</b></p>	<p><b>Know about fire prevention and emergency procedures</b></p>	<p>manual handling. Present and discuss with learners the common main substances hazardous to health in the workplace Highlight the types of control measures to reduce the risks of harm and injury when using these substances.Present and discuss with learners the appropriate methods to dispose of waste materials in the workplace. Highlight the legislation and the damage to the environment as a consequences of failing to dispose of materials in the correct manor. Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given</p> <p>Use HSE Web site for guidelines and legislation regarding the disposal of waste materials, highlight prosecution cases to reinforce the importance</p> <p>Present and discuss with learners the three elements to produce a fire and the use of appropriate fire extinguishers to tackle the various fires likely in the workplace Observe the location of fire extinguishers and identify</p>	<p>Through observation of practical competence, discussion, group work, IT, &amp; paper based formative activities.</p>	<p>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork, professional standards, following instructions and procedures.</p>
--	---	---	---	---	--

	<p><b>L1MV01 Health and Safety in the workplace</b></p>	<p><b>Be able to identify the main health and safety information, equipment and notices in the workplace</b></p>	<p>the type through visual inspection. Carry out mock emergency evacuation drill. Demonstrating safe working practice to minimise the risk of emergency. Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given</p> <p>Identification of signs in their college workshop and classrooms. Demonstrating compliance with notifications and signage in the college environment including current Covid-19 measures</p> <p>Discussion based on potential consequences of non-compliance (injury type specific). Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given</p>	<p>Through observation of practical competence, discussion, group work, IT, &amp; paper based formative activities.</p>	<p>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork, professional standards, following instructions and procedures.</p>
--	---	--	--	---	--

	<p><b>L1MVO2 Locating, interpreting and using technical information</b></p>	<p><b>Know where to find technical information</b></p>	<p>Present and discuss the various types of technical information sources available to the technician, to include advantages and disadvantages of each type:</p> <p>Use group work for learners to research the various types available Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given</p> <p>Devise questions, activities and quizzes to check on learner's knowledge and</p>	<p>Through observation of practical competence, discussion, group work, IT, &amp; paper based formative activities.</p> <p>Use of workshop manuals, wallcharts, internet research, observing the</p>	<p>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork, professional standards, following instructions and procedures.</p> <p>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork,</p>
--	---	--	---	--	--

<p><b>L1MVO2 Locating, interpreting and using technical information</b></p>	<p><b>Know the different types and location of technical information</b></p>	<p><b>understanding. Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given</b></p>	<p><b>practical application of information sourced.</b></p>	<p><b>professional standards, following instructions and procedures.</b></p>
<p><b>L1MVO2 Locating, interpreting and using technical information</b></p>	<p><b>Know how to locate identification numbers on vehicles and components</b></p>	<p><b>Formative tasks to correctly identify identification and part numbers.</b></p> <p><b>Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given</b></p>	<p><b>Observation of learners location and correctly identifying technical identification numbers and component part numbers.</b></p>	<p><b>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork, professional standards, following instructions and procedures.</b></p>



--	--	--	--	--	--

**Opportunities to extend learning beyond the classroom? (E.g. research, homework, work placement activities)**

**Reflections on the session? (How effectively were learning outcomes met?)**

<b>L1MVO2 Locating, interpreting and using technical information</b>	<b>Be able to access, interpret, and use technical information.</b>	<b>Practical competence and correct information activities Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given</b>	<b>Observation and paper based activities.</b>	<b>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork, professional standards, following instructions and procedures.</b>
--	---	--	--	--

**Opportunities to extend learning beyond the classroom? (E.g. research, homework, work placement activities)**

**Reflections on the session? (How effectively were learning outcomes met?)**

<b>Week</b>	<b>Lesson Topic &amp; Specification Reference</b>	<b>Learning intention/ Learning outcomes</b> <i>(What is it that you want learners to know or do by the end of the lesson?)</i>	<b>Learning activities</b> <i>(Outlining how you will differentiate, resources to be used, curriculum diversity, and how learners' individual needs will be met.)</i>	<b>Assessment strategies</b> <i>(How will you and learners monitor learning and progress towards the lesson intentions/outcomes?)</i>	<b>Development of Progression and Employability Skills</b> <i>(How will you support learners to develop their Progression and Employability skills including English, Maths, ICT skills and understanding of EDI).</i>
	<b>ET133</b>	<b>Know how their own actions can affect the environment.</b>	<b>Presentation, paper based quizzes, internet research. Differentiation will be by</b>	<b>Q&amp;a, written questions, discussion, peer support.</b>	<b>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork, professional</b>

			<b>outcome. Coloured sheets or screens may be used and where necessary extra time given</b>		<b>standards, following instructions and procedures.</b>
--	--	--	---	--	--

**Opportunities to extend learning beyond the classroom?** (E.g. research, homework, work placement activities)

**Reflections on the session?** (How effectively were learning outcomes met?)

<b>Wee k</b>	<b>Lesson Topic &amp; Specification Reference</b>	<b>Learning intention/ Learning outcomes</b> <i>(What is it that you want learners to know or do by the end of the lesson?)</i>	<b>Learning activities</b> <i>(Outlining how you will differentiate, resources to be used, curriculum diversity, and how learners' individual needs will be met.)</i>	<b>Assessment strategies</b> <i>(How will you and learners monitor learning and progress towards the lesson intentions/outcomes?)</i>	<b>Development of Progression and Employability Skills</b> <i>(How will you support learners to develop their Progression and Employability skills including English, maths, ICT skills and understanding of EDI).</i>
------------------	---	--	--	--	---

1	ET133	<b>Know the impact that a conventional vehicle can have on the environment</b>	<b>Presentation, paper based quizzes, internet research. Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given</b>	<b>Q&amp;a, written questions, discussion, peer support.</b>	<b>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork, professional standards, following instructions and procedures.</b>
---	-------	--	--	--	--

**Opportunities to extend learning beyond the classroom?** (E.g. research, homework, work placement activities)

**Reflections on the session?** (How effectively were learning outcomes met?)

<b>Week</b>	<b>Lesson Topic &amp; Specification Reference</b>	<b>Learning intention/ Learning outcomes</b> <i>(What is it that you want learners to know or do by the end of the lesson?)</i>	<b>Learning activities</b> <i>(Outlining how you will differentiate, resources to be used, curriculum diversity, and how learners' individual needs will be met.)</i>	<b>Assessment strategies</b> <i>(How will you and learners monitor learning and progress towards the lesson intentions/outcomes?)</i>	<b>Development of Progression and Employability Skills</b> <i>(How will you support learners to develop their Progression and Employability skills including English, maths, ICT skills and understanding of EDI).</i>
1	ET133	<b>Know some of the actions vehicle manufacturers are taking to reduce carbon emissions</b>	<b>Presentation, paper based quizzes, internet research. Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given</b>	<b>Q&amp;a, written questions, discussion, peer support.</b>	<b>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork, professional standards, following instructions and procedures.</b>

**Opportunities to extend learning beyond the classroom?** (E.g. research, homework, work placement activities)

**Reflections on the session?** (How effectively were learning outcomes met?)

<b>Week</b>	<b>Lesson Topic &amp; Specification Reference</b>	<b>Learning intention/ Learning outcomes</b> <i>(What is it that you want learners to know or do by the end of the lesson?)</i>	<b>Learning activities</b> <i>(Outlining how you will differentiate, resources to be used, curriculum diversity, and how learners' individual needs will be met.)</i>	<b>Assessment strategies</b> <i>(How will you and learners monitor learning and progress towards the lesson intentions/outcomes?)</i>	<b>Development of Progression and Employability Skills</b> <i>(How will you support learners to develop their Progression and Employability skills including English, maths, ICT skills and understanding of EDI).</i>
1	ET133	<b>Written assessment completion end of unit</b>	<b>Written assessment completion end of unit. Differentiation will be by outcome. Coloured sheets or screens may be used and</b>	<b>Written q &amp; a</b>	<b>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork, professional standards,</b>

			<b>where necessary extra time given</b>		<b>following instructions and procedures.</b>
--	--	--	---	--	---

**Opportunities to extend learning beyond the classroom?** (E.g. research, homework, work placement activities)

**Reflections on the session?** (How effectively were learning outcomes met?)

<b>Wee k</b>	<b>Lesson Topic &amp; Specification Reference</b>	<b>Learning intention/ Learning outcomes</b> <i>(What is it that you want learners to know or do by the end of the lesson?)</i>	<b>Learning activities</b> <i>(Outlining how you will differentiate, resources to be used, curriculum diversity, and how learners' individual needs will be met.)</i>	<b>Assessment strategies</b> <i>(How will you and learners monitor learning and progress towards the lesson intentions/outcomes?)</i>	<b>Development of Progression and Employability Skills</b> <i>(How will you support learners to develop their Progression and Employability skills including English, maths, ICT skills and understanding of EDI).</i>
------------------	---	--	--	--	---

1	L1MV08	Know different types of	Devise questions activities	Observation of checks being	Use of ICT reading writing
---	--------	-------------------------	-----------------------------	-----------------------------	----------------------------

			<b>time given</b>		
--	--	--	-------------------	--	--

**Opportunities to extend learning beyond the classroom?** (E.g. research, homework, work placement activities)

**Reflections on the session?** (How effectively were learning outcomes met?)

<b>Week</b>	<b>Lesson Topic &amp; Specification Reference</b>	<b>Learning intention/ Learning outcomes</b> <i>(What is it that you want learners to know or do by the end of the lesson?)</i>	<b>Learning activities</b> <i>(Outlining how you will differentiate, resources to be used, curriculum diversity, and how learners' individual needs will be met.)</i>	<b>Assessment strategies</b> <i>(How will you and learners monitor learning and progress towards the lesson intentions/outcomes?)</i>	<b>Development of Progression and Employability Skills</b> <i>(How will you support learners to develop their Progression and Employability skills including English, maths, ICT skills and understanding of EDI).</i>
1	L1MV08	<b>Know the consequences of failing to carry out pre-use vehicle checks</b>	<b>Devise questions, activities and quizzes to check on learner's knowledge and understanding. Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given</b>	<b>Quizzes &amp; use of paper based and IT knowledge check activities.</b>	<b>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork, professional standards, following instructions and procedures.</b>

**Opportunities to extend learning beyond the classroom?** (E.g. research, homework, work placement activities)

**Reflections on the session?** (How effectively were learning outcomes met?)

<b>Week</b>	<b>Lesson Topic &amp; Specification Reference</b>	<b>Learning intention/ Learning outcomes</b> <i>(What is it that you want learners to know or do by the end of the lesson?)</i>	<b>Learning activities</b> <i>(Outlining how you will differentiate, resources to be used, curriculum diversity, and how learners' individual needs will be met.)</i>	<b>Assessment strategies</b> <i>(How will you and learners monitor learning and progress towards the lesson intentions/outcomes?)</i>	<b>Development of Progression and Employability Skills</b> <i>(How will you support learners to develop their Progression and Employability skills including English, maths, ICT skills and understanding of EDI).</i>
1	L1MV08	<b>Know how to reduce risks when driving vehicles</b>	<b>Devise questions, activities and quizzes to check on learner's knowledge and understanding. Differentiation</b>	<b>Quizzes &amp; use of paper based and IT knowledge check activities.</b>	<b>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork,</b>

			<b>will be by outcome. Coloured sheets or screens may be used and where necessary extra time given</b>		<b>professional standards, following instructions and procedures.</b>
--	--	--	--	--	---

**Opportunities to extend learning beyond the classroom?** (E.g. research, homework, work placement activities)

**Reflections on the session?** (How effectively were learning outcomes met?)

<b>Week</b>	<b>Lesson Topic &amp; Specification Reference</b>	<b>Learning intention/ Learning outcomes</b> <i>(What is it that you want learners to know or do by the end of the lesson?)</i>	<b>Learning activities</b> <i>(Outlining how you will differentiate, resources to be used, curriculum diversity, and how learners' individual needs will be met.)</i>	<b>Assessment strategies</b> <i>(How will you and learners monitor learning and progress towards the lesson intentions/outcomes?)</i>	<b>Development of Progression and Employability Skills</b> <i>(How will you support learners to develop their Progression and Employability skills including English, Maths, ICT skills and understanding of EDI).</i>
-------------	---	--	--	--	---

1	L1MV08	<b>Be able to carry out pre-use checks</b>	<b>Devise questions, activities and quizzes to check on learner's knowledge and understanding. Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given</b>	<b>Observation of practical competence and use of correct method. Paper based and IT quizzes</b>	<b>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork, professional standards, following instructions and procedures.</b>
---	--------	--	--	--	--

**Opportunities to extend learning beyond the classroom?** (E.g. research, homework, work placement activities)

**Reflections on the session?** (How effectively were learning outcomes met?)

1	L1MV08	Be able to check and adjust vehicle fluid and coolant levels	Devise questions, activities and quizzes to check on learner's knowledge and understanding. Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given	Observation of practical competence and use of correct method. Paper based and IT quizzes	Use of ICT, reading, writing, communication q&a, active listening, respect. Links to industry, teamwork, professional standards, following instructions and procedures.

**Opportunities to extend learning beyond the classroom?** (E.g. research, homework, work placement activities)

**Reflections on the session?** (How effectively were learning outcomes met?)

**Opportunities to extend learning beyond the classroom?** (E.g. research, homework, work placement activities)

**Reflections on the session?** (How effectively were learning outcomes met?)

Week	Lesson Topic & Specification Reference	Learning intention/ Learning outcomes <i>(What is it that you want learners to know or do by the end of the lesson?)</i>	Learning activities <i>(Outlining how you will differentiate, resources to be used, curriculum diversity, and how learners' individual needs will be met.)</i>	Assessment strategies <i>(How will you and learners monitor learning and progress towards the lesson intentions/outcomes?)</i>	Development of Progression and Employability Skills <i>(How will you support learners to develop their Progression and Employability skills including English, maths, ICT skills and understanding of EDI).</i>
	LVMV22 Lubrication system components and operation	Know about engine lubrication systems	Devise questions, activities and quizzes to check on learner's knowledge and understanding. Observation and guidance/discussion. Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given	Quizzes & use of paper based and IT knowledge check activities.	Use of ICT, reading, writing, communication q&a, active listening, respect. Links to industry, teamwork, professional standards, following instructions and procedures.
<p><b>Opportunities to extend learning beyond the classroom?</b> (E.g. research, homework, work placement activities)</p> <p><b>Reflections on the session?</b> (How effectively were learning outcomes met?)</p>					

Week	Lesson Topic & Specification Reference	Learning intention/ Learning outcomes <i>(What is it that you want learners to know or do by the end of the lesson?)</i>	Learning activities <i>(Outlining how you will differentiate, resources to be used, curriculum diversity, and how learners' individual needs will be met.)</i>	Assessment strategies <i>(How will you and learners monitor learning and progress towards the lesson intentions/outcomes?)</i>	Development of Progression and Employability Skills <i>(How will you support learners to develop their Progression and Employability skills including English, maths, ICT skills and understanding of EDI).</i>



1	LVMV22 Lubrication system components and operation	<b>Know how engine lubrication systems operate</b>	<b>Practical tasks:</b> Remove and replace oil and filter. Remove and replace an engine gasket. Check for oil leaks Record details of task on task sheet Devise questions, activities and quizzes to check on learner's knowledge and understanding. Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given	<b>Observation of practical competence and use of correct method. Paper based and IT quizzes</b>	<b>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork, professional standards, following instructions and procedures. Working on one's own. Research skills</b> <b>Engine oil capacity.</b>  <b>Measuring oil using a jug and dipstick</b> <b>Being able to work safely</b> <b>Inter-personal/self- awareness &amp; communication</b>
---	--	--	---	--	---

**Opportunities to extend learning beyond the classroom?** (E.g. research, homework, work placement activities)

**Reflections on the session?** (How effectively were learning outcomes met?)

Week	Lesson Topic & Specification Reference	Learning intention/ Learning outcomes <i>(What is it that you want learners to know or do by the end of the lesson?)</i>	Learning activities <i>(Outlining how you will differentiate, resources to be used, curriculum diversity, and how learners' individual needs will be met.)</i>	Assessment strategies <i>(How will you and learners monitor learning and progress towards the lesson intentions/outcomes?)</i>	Development of Progression and Employability Skills <i>(How will you support learners to develop their Progression and Employability skills including English, maths, ICT skills and understanding of EDI).</i>
------	--	---	---	---	--

1	LVMV22 Lubrication system components and operation	Be able to carry out routine maintenance on engine lubrication systems	<p><b>Practical tasks:</b>  Remove and replace oil and filter.  Remove and replace an engine gasket.  Check for oil leaks  Record details of task on task sheet.  Some remove sumps from vehicles and identify lubrication components.  Incl. Strainer, oil pump (identify type), crankshaft oil ways. Check bottom of sump for sludge, what is it where does it come from?  Some working on stand engines remove sump, identify components as above, remove crankshaft if possible, trace oil drillings, pathways etc. using welding rod. Presentation, paper based quizzes, internet research.  Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given</p>	<b>Observation of practical competence and use of correct method. Paper based and IT quizzes</b>	<b>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork, professional standards, following instructions and procedures.</b>
---	--	--	---	--	--

**Opportunities to extend learning beyond the classroom?** (E.g. research, homework, work placement activities)

**Reflections on the session?** (How effectively were learning outcomes met?)

--	--	--	--	--	--

	<p><b>LVMV22 Lubrication system components and operation</b></p>	<p><b>Know the environmental considerations when disposing of waste materials</b></p>	<p><b>Devise questions, activities and quizzes to check on learner's knowledge and understanding. Differentiation will be by outcome. Coloured sheets or screens may be used and where necessary extra time given</b></p>	<p><b>Identify appropriate ways to dispose of waste products in accordance with environmental guidance</b></p>	<p>Topics for discussion based on current news events, what students have been up to, link into prevent and British values agenda.  Group discussion  Problem solving</p> <p>Being able to pass assessment, confidence in own abilities.  Use appropriate and safe working practices when working on engine lubrication systems.</p> <p>Grammar, spelling, technical language  When completing task sheets</p>
--	--	---	---	--	--

Give out different oil pumps  
students to determine how they  
work.

Students to trace oil flow on  
diagrams.

Purpose of relief valve and what  
would happen if stuck open or  
closed

Students not having completed  
assessment are to do so.

Remainder carry out a lubrication  
system investigation.

Give out different oil pumps  
students to determine how they  
work.

Students to trace oil flow on  
diagrams.

Purpose of relief valve and what  
would happen if stuck open or  
closed

Students not having completed  
assessment are to do so.

Remainder carry out a lubrication  
system investigation.

Week	Lesson Topic & Specification Reference	Learning intention/ Learning outcomes <i>(What is it that you want learners to know or do by the end of the lesson?)</i>	Learning activities <i>(Outlining how you will differentiate, resources to be used, curriculum diversity, and how learners' individual needs will be met.)</i>	Assessment strategies <i>(How will you and learners monitor learning and progress towards the lesson intentions/outcomes?)</i>	Development of Progression and Employability Skills <i>(How will you support learners to develop their Progression and Employability skills including English, maths, ICT skills and understanding of EDI).</i>
1	LVMV22 Lubrication system components and operation	Be able to clean the work area and leave in a safe condition	<b>Practical tasks:</b> <b>Remove and replace oil and filter.</b> <b>Remove and replace an engine gasket.</b> <b>Check for oil leaks</b> <b>Record details of task on task sheet</b>	<b>Observation of practical competence and use of correct method. Paper based and IT quizzes</b>	<b>Use of ICT, reading, writing, communication q&amp;a, active listening, respect. Links to industry, teamwork, professional standards, following instructions and procedures. Working on one's own. Research skills</b> <b>Engine oil capacity.</b>  <b>Measuring oil using a jug and dipstick</b> <b>Being able to work safely</b> <b>Inter-personal/self- awareness &amp; communication</b>
<b>Opportunities to extend learning beyond the classroom?</b> (E.g. research, homework, work placement activities)					
<b>Reflections on the session?</b> (How effectively were learning outcomes met?)					