|  |  |  |
| --- | --- | --- |
| UNIT REF: L1MV86 | LEARNER SUPPORT MATERIAL TASK SHEET  **UNIT TITLE: THE RETAIL MOTOR INDUSTRY** | |
| **Learner Name:** | | **Date of Task:** |

**KNOWLEDGE QUESTIONS**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question Number** | | **Question** | | | | | **AC** | | **Marks Awarded** |
| 1. | | Listsix types of vehicle repair organisations  **(12 marks)** | | | | | 1.1 | |  |
| 1. Main dealer garage | | | | | | | | | |
| 1. Fast fit centre | | | | | | | | | |
| 3**.**  Think of 6 different types of garages that carry out vehicle repair. Main dealer, independent garage etc. There are garages that specialize in certain jobs, such as well fast fit organisations and gearbox specialists. | | | | | | | | | |
| 4. | | | | | | | | | |
| 5. Independent garage | | | | | | | | | |
| 6. Gearbox / Transmission specialist | | | | | | | | | |
|  | | | | | | | | | |
| 2. | | Place the listed job roles into an organisational structure **(30 marks)** | | | | | 1.2 | |  |
| Manager | | | Assistant Manager | | Quality control staff | Reception staff | | Vehicle Damage Assessor | |
| Technicians | | | Valeter | | Driver | Parts person | | Service staff | |
| Administration | | | Sales | | Cleaners | Supervisors | | Security staff | |
|  | | | | | | | | | |
| **Organisational Structure** | | | | | | | | | |
| This is what a typical garage structure looks like.  Boss or manager at the top and goes down as  does the job role and responsibility?  Using the job roles above place them in an organisational structure that looks on the same lines as the example I have put on the right. This example is just that to show you what the typical shape is.  **You can delete my work out of this box**, and place the job roles above in a format which you think is  Best suited to the most important down to the least  Important.  \*\*\* Use Insert + Shapes from the top menu.  ANY PROBLEMS LET ME KNOW  Example of what a Organisation  structure could look like | | | | | | | | | |
| **Question Number** | | **Question** | | | | | **AC** | | **Marks Awarded** |
| 3. | | Complete the sentence to state the main difference between a franchise dealership and an independent repairer **(2 marks)** | | | | | 1.3 | |  |
| **The main difference between a franchise dealership and an independent repairer is:**  Read BLUE BOOK Hand out and or section 5 in the blue book on moodle | | | | | | | | | |
|  | | | | | | | | | |
| 4. | | List five procedures which are carried out when receiving a vehicle for repair **(10 marks)** | | | | | 1.4 | |  |
|  | **EXAMPLES TO THINK ABOUT DO NOT COPY !!**  Greeting customer | | | | | | | | |
|  | Collect vehicle details | | | | | | | | |
|  | Agree what needs to be done | | | | | | | | |
|  | Log customer contact details in case you need to speak to them | | | | | | | | |
|  | Agree when car would be ready | | | | | | | | |
|  | | | | | | | | | |
| 5. | | Give an example of how the methods of communication can be used in a workshop / dealership environment. **(30 marks)** | | | | | 1.5 | |  |
| **Method of Communication** | | | | **How / where to use:** | | | | | |
| Word of mouth | | | | Supervisor discussing progress with mechanic | | | | | |
| Discussions | | | | Mechanics discussing a problem in the worshop | | | | | |
| Passing on information | | | | Service receptionists explaining to a customer extra work needed on their vehicle | | | | | |
| Carrying out instructions | | | | Apprentice carrying out a task from the supervisor | | | | | |
| Drawings/sketches and repair methods | | | | Looking at a picture instead of words for a repair new to sombody | | | | | |
| Telephone | | | | Contacting a customer regarding vehicle ready for collection | | | | | |
| Vehicle job cards | | | | Contains all details of task completed on a car that has been in the workshop | | | | | |
| Posted communication (i.e. notice boards) | | | | Staff / Workplace information point | | | | | |
| Vehicle manufacturer’s bulletins | | | | Recall on new cars from manufacturer | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Email | | | | Inter departments communicating in a large garage | | |
| Internet | | | | Platform for technical information to be run from e.g. Autodata. Use of the Web | | |
| Text | | | | Quick informal reminders to customers of MOT due etc | | |
| Video conferencing | | | | Dealers around the country or dealers and manufacturers communicating | | |
| Internet communication -Skype, FaceTime | | | | As above in smaller numbers | | |
| Online manufacturer’s data / subscriptions, for example repair methods | | | | Technical information, subscriptions to schemes like “Good Garage Scheme” | | |
|  | | | | | | |
| 6. | State three sources of information which are used to assist vehicle repairs. **(6 marks)** | | | | 1.6 |  |
| Information (a) | |  | | | | |
| Information (b) | |  | | | | |
| Information (c) | |  | | | | |
|  | | | | | | |
| 7. | List twodifferent trade associations and statetwo benefits of being a member. **(6 marks)** | | | | 2.1,2.2 |  |
| **Trade Associations** | | | **Benefits** | | | |
|  | | | This site should give you all the ans for Q7,8 & 9  <https://www.theimi.org.uk/> | | | |
|  | | |
|  | | | | | | |
| 8. | State the main purpose of an automotive professional register.  **(2 marks)** | | | | 3.1 |  |
| <https://www.theimi.org.uk/> | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 9. | State how to qualify for an automotive professional register andlisttwo benefits of being registered. **(6 marks)** | | 3.2,3.3 |  |
| **How to qualify for an automotive professional register:**  <https://www.theimi.org.uk/> | | | | |
| **Benefit 1** | | **Benefit 2** | | |
|  | |  | | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **UNIT REF: L1MV86** | | | SUPPORT MATERIAL ASSESSOR RECORD  **UNIT TITLE: THE RETAIL MOTOR INDUSTRY** | | | | | | | |
| **The section below is for use by the assessor :** | | | | | | | | | | |
| **Learning Outcomes** | | | | | | | | | | **Passed (Tick 🗸)** |
| 1 | Know vehicle repair organisations within the retail motor industry | | | | | | | | |  |
| 2 | Know different trade associations | | | | | | | | |  |
| 3 | Know the benefits of automotive professional registers | | | | | | | | |  |
| **Assessment Criteria** | | | | | | | | | | |
| 1.1 | Identify the different types of vehicle repair organisations | | | | | | | | | |
| 1.2 | Outline the basic structure of a typical vehicle repair business | | | | | | | | | |
| 1.3 | Outline the function of a franchised dealership compared with an independent workshop | | | | | | | | | |
| 1.4 | State the main procedures which are involved when receiving a vehicle for repair | | | | | | | | | |
| 1.5 | Give examples of communication methods in a workshop / dealership and when they may be appropriate | | | | | | | | | |
| 1.6 | Indicate sources of information used in vehicle repair | | | | | | | | | |
| 2.1 | Identify a range of trade associations | | | | | | | | | |
| 2.2 | State the benefits of trade associations | | | | | | | | | |
| 3.1 | Identify the purpose of automotive professional registers | | | | | | | | | |
| 3.2 | State how to qualify for professional registers | | | | | | | | | |
| 3.3 | Outline the benefits of professional registers | | | | | | | | | |
| **Achievable Marks** | | | | **Actual Marks** | | | | **Actual Percentage (%)** | | |
| 104 | | | |  | | | |  | | |
| **Assessor Knowledge Decision** | | | **Tick (🗸)** | | **Written feedback (with reference to assessment criteria) must be given when a learner is referred:** | | | | | |
| **PASS (60% and above)** | | |  | |  | | | | | |
| **REFER (Less than 60%)** | | |  | |
| **Assessor Decision:** | | | **Tick (🗸)** | | **Written feedback (with reference to assessment criteria) must be given when a learner is referred:** | | | | | |
| **PASS**  I confirm that the learner’s work was to an acceptable standard and met the assessment criteria of the unit | | |  | |  | | | | | |
| **REFER**  The work carried out did not achieve the standards specified by the assessment criteria (written feedback to learner) | | |  | |
| **Assessor Name (Print):** | | | | | | **Assessor PIN:** | | | **Date:** | |
|  | | | | | |  | | |  | |
| **The section below is only to be completed once the assessor decision has been made and feedback given to learner:** | | | | | | | | | | |
| **The section below is to be completed by the learner :** | | | | | | | | | | |
| I confirm that the work carried out was my own, and that I received feedback from the Assessor | | **Learner Name (Print):** | | | | | **Learner Signature:** | | **Date:** | |
|  | | | | |  | |  | |