

# **ABC** Awards

## **SEG Awards ABC Level 3 Award in MOT Test Centre Management**

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### **Qualification Guide**

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**[601/8934/4]**

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## About Us

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At the Skills and Education SEG Awards (ABC)<sup>1</sup> 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.

ABC 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://secure.ABCawards.co.uk/ors/secure\\_login.asp](https://secure.ABCawards.co.uk/ors/secure_login.asp)

## Sources of Additional Information

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

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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 ABC Awards qualification codes A6005-03.

The date of this specification is August 2018. The issue number is 5.

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<sup>1</sup> ABC Awards is a brand of the Skills and Education Group Awards, a recognised awarding organisation and part of the Skills and Education Group. Any reference to ABC Awards, its registered address, company or charity number should be deemed to mean the Skills and Education Group Awards.

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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

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The ABC Level 3 Award in MOT Test Centre Management has been developed in collaboration with the Driver and Vehicle Standards Agency (DVSA) to give learners the knowledge and skills required to manage MOT Vehicle Test Centres.

The ABC Award in MOT Test Centre Management qualification is a lifetime qualification, which means that it will not expire, and holders will be considered professionally competent for the rest of their lives.

The ABC Level 3 Award in MOT Test Centre Management is a regulated qualification.

## Aims

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The ABC Level 3 Award in MOT Test Centre Management aims to:

- Develop the legislative and compliance knowledge required to manage an MOT Test Centre
- Encourage improvements in customer service
- Aid developing and supervising staff
- Develop understanding of the centre quality systems and audits.

## Target Group

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This qualification is designed for those learners who want to manage MOT Test Centres.

There are no eligibility requirements for those who wish to undertake the Level 3 Award in MOT Test Centre Management. Prior learning from previous training must not be assumed, and therefore all learning outcomes, assessment criteria and the entire content must be covered within the delivery of the training for this qualification.

ABC Awards 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 the full qualification.

## Content Overview

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The emphasis of this qualification is on the acquisition of the knowledge required to manage an MOT Test Centre. The Award in MOT Test Centre Management qualification contains mandatory components only which will be taken by all kinds of manager.

Components within the qualification cover

- Understanding how to manage the legislative and compliance requirements of a Vehicle Test Centre
- Know how to deal with customer service problems within a Test Centre
- Understanding how to develop and supervise staff within a Test Centre
- Understanding Test Centre quality systems and quality audits.

Learning will be no less than 16 hours.

Assessment will be through

- An ABC Awards set online, multiple choice exam with a pass mark of 80%. As Test Centre managers need to access DVSA material during their normal testing activities, scribes or readers will not be allowed during the online assessment.

## Progression Opportunities

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These qualifications are a requirement for learners who wish to become MOT Test Centre Managers.

A qualified MOT Manager is eligible to become an Authorised Examiner (AE)/Authorised Examiner Designated Manager (AEDM) without any further competence assessment by DVSA as long as they meet all other requirements.

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.

## **Resource Requirements**

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The assessment requires the learner to complete an online test. To provide the assessment, trainers and learners will need to be able to access the following

- Access to IT equipment with BTL secure client installed
- Test environment that meets the requirements
- Invigilators.

Tutors and learners will need to be able to access relevant information which may include:

- DVSA Special Notices
- MOT Testing Guide
- Additional DVSA supporting information relating to running an MOT test station, site reviews and risk rating.

## **Tutor/Assessor Requirements**

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### **Trainer Requirements**

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Training Providers must have trainers with sufficient knowledge, skills and experience in the subject matter being delivered.

They must have completed MOT relevant training recognised by the approved Awarding Organisation, (This includes DVSA delivered training provided for Training Providers) or gained the qualification which they are delivering.

All MOT Trainers must complete MOT annual training as required by the Supervisory Body/Competent Authority (DVSA) but are not required to take the MOT annual assessment.

### **Assessor Requirements**

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There are no specific requirements for assessors of the MOT Managers qualification as the only form of assessment is an ABC Award set online, multiple choice exam.

# Assessment

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## Overview

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The assessment comprises an ABC Awards set online, invigilated test. There are 35 questions in total. The test is made up of two sections. The first section comprises 31 questions which are presented in a randomised order. The questions assess knowledge from across the breadth of the qualification content in the following way

Component	Number of questions
Understand how to manage the legislative and compliance requirements of a Vehicle Test Centre	15
Know how to deal with Customer Service Problems Within a Vehicle Test Centre	3
Understand how to develop and supervising staff within a Vehicle Test Centre	3
Understand Vehicle Test Centre Systems and Quality Audits	10

The second section comprises a scenario with 4 related questions.

The duration of the test is 75 minutes. The pass mark for the online test is 80%.

It is not appropriate or feasible that learners for MOT Manager Training should have to memorise all of the information needed for assessment. A large part of the assessment of a learner's performance is the ability to locate the information in the relevant documents. The following clarifies the resources that can be made available.

Documents that can be found on the home page of MOT Testing Service:

- Special Notices
- Inspection Manuals for Classes 1-2, & 3-4-5 (although these may not be required)
- MOT Testing Guide

On gov.uk:

- Running an MOT Test Station

- Additional DVSA supporting information relating to running an MOT test station, site reviews and risk rating.

Learners are not expected to have access to material which is deliberately designed to inform the learner of the likely answers. The assessment of learner's ability to source information in the DVSA published literature should not be diminished.

As MOT Test Centre Managers need to access DVSA material during their normal testing activities, scribes or readers will not be allowed during the online assessment.

## **Language**

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These specifications and associated assessment materials are in English only.

## **Audits**

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All centres delivering the MOT regulated qualifications will be subject to Inspection Audits to ensure that all requirements identified are continually met. These will be at least annually or every 150 registrations.

## Qualification Summary

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ABC Level 3 Award in MOT Test Centre Management (601/8934/4)	
<b>Regulated</b>	The qualifications, identified above, are regulated.
<b>Assessment</b>	Multiple Choice Question paper
<b>Grading</b>	Pass
<b>Operational Start Date</b>	01/06/2016
<b>Review Date</b>	31/03/2023
<b>ABC Sector</b>	Motor Vehicle
<b>Ofqual SSA Sector</b>	4.1 Engineering
<b>Stakeholder Support</b>	Driver and Vehicle Standards Agency (DVSA)
<b>Contact</b>	See ABC website for the Centre Support Officer responsible for these qualifications

## Level 3 Award MOT Test Centre Management (601/8934/4)

Component title	Component Reference	Level	GLH
Know how to manage the legislative and compliance requirements of a vehicle test centre	J/508/5328	3	8
Know how to deal with customer service problems within a vehicle test centre	F/508/5330	3	1
Understand how to develop and supervise staff within a vehicle test centre	L/508/5329	3	1
Understand vehicle test centre quality systems and quality audits	J/508/5331	3	6

<b>Qualification Purpose</b>	D2. Confirm the ability to meet a 'licence to practice' or other legal requirement.						
<b>Entry Requirements</b>	None						
<b>Age Range</b>	Pre 16		16 – 18		18 +	✓	19 +
<b>Recommended GLH<sup>2</sup></b>	16						
<b>Recommended TQT<sup>3</sup></b>	4						
<b>Learning Aims Ref.</b>	601/8934/4						
<b>Type of Funding Available</b>	See Learning Aims Search website						
<b>Qualification Fee / Component Fee</b>	See ABC website for current fees and charges						
<b>Additional Information</b>	See ABC website for resources available for this qualification.						

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

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

## **Component Details**

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## Know how to manage the legislative and compliance requirements of a Vehicle Test Centre

<b>Component Reference</b>	J/508/5328
<b>Level</b>	3
<b>Guided Learning</b>	8
<b>Component Summary</b>	This component provides learners with the knowledge required to manage the legislative and compliance requirements of a vehicle test centre. This will include the responsibilities relating to ensuring facilities, staff and record keeping requirements are maintained as per the Competent Authority/Supervising Body guidance.
<b>Learning Outcomes (1 to 5) The learner will:</b>	<b>Assessment Criteria (1.1 to 5.2) The learner can:</b>
1. Understand their responsibilities for maintaining health and safety in vehicle test centres	<p>1.1. Identify responsibilities for maintaining the presentation and safety of the vehicle test centre</p> <p>1.2. Identify the organisations responsibility for complying with all health and safety requirements</p>
2. Know the requirements for carrying out pre-checks in vehicle test centre	<p>2.1. Identify the conditions of facilities required prior to carrying out statutory vehicle tests</p> <p>2.2. Identify the reasons why a vehicle may be refused a test</p>

<p>3. Know how to comply with the legal requirements for carrying out vehicle tests</p>	<p>3.1. Explain their responsibilities when carrying out vehicle tests on behalf of the Secretary of State for Transport</p> <p>3.2. Identify background to vehicle testing requirements set by legislation</p> <p>3.3. Identify where and how to locate the latest information relating to vehicle testing</p> <p>3.4. State the impact of non-compliance and disciplinary processes in relation to official published requirements</p> <p>3.5. Identify the potential legal implications of non-compliance in relation to official published requirements</p> <p>3.6. Identify own responsibilities for ensuring all staff remain up to date in relation to official published requirements</p> <p>3.7. Explain what is meant by the “Legal Entity”.</p>
<p>4. Know the information required for compliance as a vehicle test centre</p>	<p>4.1. Identify the record keeping requirements for the Competent Authority/Supervising Body to maintain compliance</p> <p>4.2. Describe how to resolve any issues raised by Competent Authority/Supervising Body inspection or compliance assessments.</p>
<p>5. Understand responsibilities for maintaining compliance with the requirement for authorisation</p>	<p>5.1. Explain the importance of maintaining the vehicle test centre to the requirements for authorisation at the time of approval.</p> <p>5.2. Explain the actions required in the event of any changes to the authorisation of the vehicle test centre.</p>

**Mapping to National Occupational Standards**

IMICA01, IMICA02, IMISPRT1, IMISPRT3

## Supporting Component Information

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Know how to manage the legislative and compliance requirements of a Vehicle Test Centre - J/508/5328

## Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the component. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### **Learning Outcome 1: Understand their responsibilities for maintaining health and safety in vehicle test centres**

Responsibilities relating to Health and Safety.

Legislative requirements:

- Provision and Use of Work Equipment Regulations 1992.
- Electricity at Work Regulations 1989.
- Noise at Work Regulations 1989.
- Manual Handling Operations Regulations 1992.
- Health and Safety (Display Screen Equipment) Regulations 1992.
- Safe Working Loads.
- Working at Height Regulations (2005)

Legislation relevant to Health and Safety:

- Health and Safety at Work Act
- Control of substances hazardous to health
- Environmental Protection Agency
- Manual Handling Operations Regulations 1992
- Personal Protective Equipment Regulations 1992

Condition of VTS facilities:

- Signs and notices
- Notice board and contents
- Building and positioning of equipment
- Equipment and calibration
- Maintenance and records
- Security

- Phone and internet

Risk assessments:

- Risk assessment - the processes involved
- Rating methods

## **Learning Outcome 2: Know the requirements for carrying out pre-checks in vehicle test centre**

Reasons for refusal to test include:

- Fee not paid in advance
- Vehicle information
- Vehicle condition
- Vehicle Test Station suitability
- Testing personnel issues
- Recording of reasons for refusal

Reasons for refusing or declining to test:

- Requirement for Pre-test checks, and Grounds for a refusal to test
- Inspection Manuals (all classes)
  - Refusal to Test
- Testing Guide
  - Testing Responsibilities
  - Grounds for refusal to carry out a test

Risk Assessments:

- The areas to be assessed

## **Learning Outcome 3: Know how to comply with the legal requirements for carrying out vehicle tests**

Background to testing:

- Sections 45 to 48 of the Road Traffic Act 1988
- European legislation (Directive 2014/45/EU)
- Exemptions from testing as set out in Motor vehicle test regulations 1981 regulation 6 (as amended) and Road Traffic Act 1988 Section 189
- History of vehicle testing

Requirements for carrying out vehicle tests:

- Authorisation to test
- Testing personnel, facilities and resources

- Adherence to published information including testing guide, testing manual and special notices
- Definitions of defect categories
- Categorising and recording defects
- Use of assistants

Risk Assessments:

- the publications available on the gov.uk web site
- the availability of the on line self-assessment tool

Legal entity definition as defined by Competent Authority/Supervisory Body:

- In the case of a company it is the company itself, signed by one duly authorised person
- In the case of a partnership it would be the partnership itself, signed by one duly authorised person
- In the case of a sole trader it is the person making and signing the application

**Learning Outcome 4: Know the information required for compliance as a vehicle test centre**

Information required for compliance at test centres:

- MOT Guide and Testing manuals
- Special notices, including the rules concerning retention and printing of special notices.
- Posters
- Forms
- Emergency testing process
- Emergency certificates

Sources of information available on the MOT Testing Service (MTS):

- Special Notices
- Slot Count
- Notifications
- Authorised Examiner/Vehicle Testing Station Details
- Resources & Feedback
- Person profile
- Tester Status

#### Site Details:

- Status
- Risk ratings
- Opening Times
- Site roles including add/amend
- Active MOT Testers

#### AE Details:

- Status
- AE Roles
- Purchase slots
- Reports (Test, slot usage, transactions)

### **Learning Outcome 5: Understand responsibilities for maintaining compliance with the requirement for authorisation**

#### Understand responsibilities for maintaining compliance:

- Vehicle Test Station Class authorisation
- Vehicle Test Station condition
- Approved equipment including calibration
- Roles of: Authorised Examiner, Authorised Examiner Designated Manager and Nominated Testers

#### Legal implications of testing:

- Discipline procedures as relevant to AE and VTS
- How discipline may arise and the possible outcomes and sanction levels
- Procedures of appeal and review
- How incorrect testing standards can affect the AE
- The allocation of credit points for the AE and the nominated tester
- security issues around contingency certificates, passwords and Smart cards when issued

### **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**

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This component will be assessed as part of the multiple choice synoptic test set by ABC Awards.

## Know how to deal with customer service problems within a vehicle test centre

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<b>Component Reference</b>	F/508/5330
<b>Level</b>	3
<b>Guided Learning</b>	1
<b>Component Summary</b>	This component provides the learner with the knowledge required when dealing with customers within a vehicle testing environment. This will include providing reliable customer service and dealing effectively with issues as they arise. The learner will also be able to demonstrate skills in dealing with customer service issues and handling complaints in a professional manner.
<b>Learning Outcomes (1 to 2) The learner will:</b>	<b>Assessment Criteria (1.1 to 2.2) The learner can:</b>
1. Understand how to deal with customer service problems within a vehicle test centre	<p>1.1. Explain the process when dealing with a customer complaint within your vehicle test centre.</p> <p>1.2. Explain how to communicate with vehicle presenters when it becomes necessary to refuse to test a vehicle, or abandoning or aborting a test.</p> <p>1.3. Describe the complaints and appeals process available to vehicle presenters as described in the official published requirements.</p> <p>1.4. Identify the sources of information you could use to help prevent customer service</p>

	problems.
2. Know how to prevent customer service problems from re-occurring within a vehicle test centre	<p>2.1. Explain how resolving customer service problems contribute to the success of your business and customer loyalty.</p> <p>2.2. Explain how to prevent customer service problems from re-occurring.</p>
<p><b>Mapping to National Occupational Standards</b>  IMICA08, IMIVF32, IMIARB37</p>	

## Supporting Component Information

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Know how to deal with customer service problems within a vehicle test centre - F/508/5330

## Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the component. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### **Learning Outcome 1: Understand how to deal with customer service problems within a vehicle test centre**

How to solve customer service problem:

- communicate in a clear, polite, confident way and know why this is important
  - professionalism
  - adherence at all times
- negotiate with and reassure customers whilst their problems are being solved
  - empathy
  - customers are kept informed
  - professionalism
- organisational and Competent Authority/Supervisory Body procedures and systems for dealing with customer service problems
- specific company complaints procedure
  - Competent Authority/Supervisory Body appeal and complaint procedure

Principles of customer communication and care:

- First Impressions
- Listening skills – 80:20 ratio
- Eye contact and smiling
- Showing interest and concern
- Questioning techniques and customer qualification
- Giving clear non-technical explanations
- Confirming understanding (statement/question technique, reflective summary)

- Written communication – purpose, content, presentation and style
- Providing a high quality service – fulfilling (ideally exceeding) customer expectations within agreed time frames
- Obtaining customer feedback and corrective actions when dissatisfaction expressed
- Dealing with complaints

#### Complaints and appeals process:

- Competent Authority/Supervisory Body appeal and complaint procedure
- Appeal process if a vehicle fails and shouldn't have
- Complaint process when vehicle should have failed
- Timescales for appeals
- Forms for completion
- Role of Trading Standards, personal legal proceedings, and reporting to Police

#### Sources of information:

- Competent Authority/Supervisory Body guidance, testing manuals, special notices can be delivered to customers, including:
  - Legal and regulatory requirements that affect the way products and services
  - health and safety
  - data protection
  - equal opportunities
  - disability discrimination
- Industry, organisational and professional codes of practice and ethical standards that affect the way the products or services can be delivered to customers
- Customers' rights and how these rights affect customer service when the customer has a problem or returned parts for credit:
  - contract law
  - product liability
  - the sale of goods act
  - the trade description act
  - satisfactory quality
  - fitness for purpose

## **Learning Outcome 2: Know how to prevent customer service problems from re-occurring within a vehicle test centre**

Avoidance of customer complaints:

- Adhere to the organisation's and Competent Authority/Supervisory Body terms and conditions applicable to the acceptance of customer vehicles
- Review complaints and revise procedures to prevent re-occurrence
- Detail what, if any, limits there are to the authority for accepting vehicles
- Detail why it is important to keep customers advised of progress and how this is achieved within the organisation
- Procedures for the completion and processing of documentation and records, including payment methods and obtaining customer signatures as applicable

### **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**

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This component will be assessed as part of the multiple choice synoptic test set by ABC Awards.

## Understand how to develop and supervise staff within a vehicle test centre

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<b>Component Reference</b>	L/508/5329
<b>Level</b>	3
<b>Guided Learning</b>	1
<b>Component Summary</b>	<p>This component provides the learner with the knowledge required to monitor the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met. This also includes identifying problems with performance and helping to develop staff members with the use of plans and a review process.</p> <p>The learner will be able to demonstrate using effective communication during the development and management of staff. The learner will also identify their own training needs and produce a suitable development plan.</p>
<b>Learning Outcomes (1 to 3) The learner will:</b>	<b>Assessment Criteria (1.1 to 3.4) The learner can:</b>
1. Understand their own responsibility to others within a vehicle test centre	<p>1.1. Outline the roles required in different types of vehicle testing facility</p> <p>1.2. Explain the responsibilities of all roles</p> <p>1.3. Explain the MOT Managers role with regards to the disciplinary and appeals process specified by the Competent</p>

	<p>Authority/Supervising Body</p> <p>1.4. Explain the importance of communicating clearly and accurately with colleagues</p> <p>1.5. Explain the importance of developing positive working relationships with colleagues</p>
<p>2. Know how to keep themselves and others up to date within a vehicle test centre</p>	<p>2.1. Outline the Competent Authority/Supervising Body requirements for initial qualification and ongoing CPD for MOT Managers and Testers</p> <p>2.2. Explain the implications of non-compliance with CPD requirements for testers</p> <p>2.3. Explain how to monitor and record training needs for themselves and others</p> <p>2.4. Identify ways in which they and others can stay up to date.</p>
<p>3. Understand the importance of monitoring performance within a vehicle test centre</p>	<p>3.1. Identify the measures you could use to monitor staff performance</p> <p>3.2. Explain the importance of keeping records when performance issues are identified</p> <p>3.3. Identify the actions that may arise if the Competent Authority/Supervising Body undertakes formal disciplinary procedures as a result of a staff performance issue.</p>
<p><b>Mapping to National Occupational Standards</b>  IMICA03, IMIARBG11, IMIARBG12, COSVR712</p>	

## Supporting Component Information

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Understand how to develop and supervise staff within a vehicle test centre  
- L/508/5329

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the component. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### **Learning Outcome 1: Understand their own responsibility to others within a vehicle test centre**

Responsibilities relating to Authorised Examiner (AE):

- Premises and equipment
- Access by Competent Authority/Supervisory Body staff and contractors
- Security
- Testing responsibilities
- Cessation for disciplinary reasons
- Changes to business
- Recruitment of appropriate personnel for MOT testing activities

Mandatory roles and responsibilities of:

- Authorised Examiner Principal (AEP)
- Authorised Examiner Designated Manager (AEDM)
- Nominated Testers (NT)
- Site Manager (SM)

Disciplinary and appeals process:

- Voluntary cessation
- Automatic cessation
- Reasons for cessation for disciplinary reasons
- Customer appeals and complaints

Methods of communication:

- Verbal
- Signs and notices

- Memos
- Telephone
- Electronic mail
- Vehicle job card
- Notice boards
- SMS text messaging
- Letters

Organisational & customer requirements:

- Importance of time scales to customer and organisation
- Relationship between time and costs
- Meaning of profit

Choice of communication:

- Distance
- Location
- Job responsibility

Importance of maintaining positive working relationships:

- Morale
- Productivity
- Company image
- Customer relationships
- Colleagues

## **Learning Outcome 2: Know how to keep themselves and others up to date within a vehicle test centre**

Requirements on who to train:

- Authorised Examiner Designated Manager (AEDM)
- Nominated testers (NT)

Becoming an MOT Tester or Manager:

- Eligibility checks
- Initial MOT Tester/Manager qualification
- Final observation
- Certificate of Competence

Maintaining MOT Tester status:

- Minimum hours required for annual training and 5 year requirements
- Competent Authority/Supervisory Body published syllabus, Special

Notices

- Methods of undertaking training
- Reauthorisation test

### **Learning Outcome 3: Understand the importance of monitoring performance within a vehicle test centre**

Monitoring staff performance:

- Monitoring tools – training log and records
- Quality Management Systems
- Staff development plans
- Company policies relating to performance
- Measuring the effect of training on performance

### **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**

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This component will be assessed as part of the multiple choice synoptic test set by ABC Awards.

## Understand Vehicle Test Centre quality systems and quality audits

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<b>Component Reference</b>	J/508/5331
<b>Level</b>	3
<b>Guided Learning</b>	6
<b>Component Summary</b>	<p>This component provides learners with the knowledge required for when they have specific responsibility for managing quality systems relating to vehicle test centres. This component also includes preparing for, and participating in, quality audits of your area of responsibility to ensure compliance with the MOT scheme.</p> <p>Learners will be able to demonstrate their skills in planning for a quality audit and make effective decisions when evaluating and preparing their vehicle test centre(s).</p>
<b>Learning Outcomes (1 to 3) The learner will:</b>	<b>Assessment Criteria (1.1 to 3.2) The learner can:</b>
1. Understand quality management systems and methods within a vehicle test centre	<p>1.1. Describe what is meant by a quality management system</p> <p>1.2. Outline the quality management requirements in relation to official published requirements</p> <p>1.3. Explain the importance of putting systems and plans in place to ensure quality standards are met and maintained</p>

	<p>1.4. Identify the minimum quality control checks in relation to official published requirements</p> <p>1.5. Describe the sources of information that enable you to evaluate accurately whether quality is being maintained at required standards</p> <p>1.6. Explain the factors that determine the level of risk relating to Supervising Body/Competent Authority audits and the implications of becoming a high risk centre(s)</p>
<p>2. Understand the requirements of a quality audit within a vehicle test centre</p>	<p>2.1. Identify the main areas that will be checked during a quality audit</p> <p>2.2. Describe the importance of ensuring that records and documentation are complete and up to date and how to make these readily accessible to auditors</p>
<p>3. Understand how to prepare your vehicle test centre for a quality audit</p>	<p>3.1. Locate the resources required to prepare your vehicle test centre(s) for a quality audit</p> <p>3.2. Review a quality audit report to make recommendations regarding quality improvement</p>
<p><b>Mapping to National Occupational Standards</b> SFJPF2.1, SFJPF1.1</p>	

## Supporting Component Information

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Understand Vehicle Test Centre quality systems and quality audits - J/508/5331

### Indicative Content

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**Note:** Indicative content provides an indication of the scope for the Learning Outcomes and Assessment Criteria. It is intended as a resource to help guide the delivery and assessment of the component. Indicative content is NOT a statement of material which must be covered and evidenced for assessment.

### **Learning Outcome 1: Understand quality management systems and methods within a vehicle test centre**

Quality Management Systems:

- Definition of risk management (ISO9001)
- Quality and performance of work including:
  - the importance of monitoring the quality and performance of work
  - the role and responsibility of the manager in ensuring high quality and performance of work
  - identify issues that affect quality of work and performance
  - methods of measuring and controlling quality of work
  - apply methods to monitor and check the quality and performance of work within the manager's area of responsibility
- Identifying and rectifying poor performance and quality including:
  - outcomes of poor work quality and performance
  - conducting a quality audit
  - effects of not rectifying poor standards of work immediately
  - methods and procedures for measuring and identifying poor quality and performance
  - identify ways in which poor quality and performance of work can be resolved
  - benefits of high quality and good performance of work

Sources of information relating to quality:

- Guidance as published in
  - Standards for MOT vehicle testing stations (VTS)
  - Guide to MOT Risk Reduction
  - Vehicle testing stations (VTS): MOT site reviews risk rating information
  - Site Assessment Calculator

## **Learning Outcome 2: Understand the requirements of a quality audit within a vehicle test centre**

The main Competent Authority/Supervisory Body areas for monitoring risk:

- Management
- Vehicle Testing Station
- Employees
- Customers

The management part of the audit includes:

- vehicle age
- AE details
- test fee discounts
- workload management
- scheme changes
- codes of practice

The vehicle testing station (VTS) part of the audit includes:

- smart card and VTS device security
- workplace throughput
- workshop appearance
- workshop equipment and calibration
- garage hand tools

The employees part of the audit includes:

- staff retention
- incentives
- quality management systems
- staff training

The customers' part of the audit includes:

- customer areas
- notices and public information
- vehicle documents and handover

Disciplinary actions:

- Underlying principles for NT and AE
- Points system
- Sanction levels
- Timescales for rectification of non-compliance
- Periods on cessation
- Appeals procedures
- Prevention of re-occurrence

Importance of record keeping:

- For audit purpose
- Self-assessment records
- Credit awarded for training or satisfactory operation of test station
- Avoidance of later claims

## **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**

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This component will be assessed as part of the multiple choice synoptic test set by ABC Awards.

## Appendices

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### Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

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Prior learning from previous training must not be assumed, and therefore all learning outcomes, assessment criteria and the entire content must be covered within the delivery of the training for this qualification.

### 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.