



**Recognition of
Prior Learning (RPL)**

***EVIDENCE GUIDE FOR
INSPECT AND LUBRICATE AN
AUTOMOTIVE SYSTEM***



National Certificate in Professional Driving
Qualification ID: 50285

Evidence Guide for REPLY
Document 7
Inspect and lubricate an automotive system

UNIT STANDARDS IN THIS VOLUME

Unit Standard Number	Unit Standard Title	NQF Level	Credit Value
119750	Inspect and lubricate an automotive system	2	8

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INTRODUCTION TO RPL INSPECT AND LUBRICATE AN AUTOMOTIVE SYSTEM EVIDENCE DOCUMENT

1. Background

In the Recognition of Prior Learning (RPL) Evidence Document 7, you will be assessed in line with one unit Standards in this volume. There will be an Evidence Collector who will submit your assessments to an assessor. The Assessor will assess your work and will find your evidence either, 'competent' or 'not yet competent' that is based on the evidence you submitted to the Evidence Collector.

HOW WILL THE COMPETENCY-BASED ASSESSMENT WORK?

All the instruments developed for this qualification are competency-based followed by the following approaches:

a. Criterion based

Each candidate who is assessed is not in competition with their peers, but is assessed against standard criteria or benchmarks. The criteria used are, *SAQA US National certificate in Professional Driving* against the specific outcomes and assessment criteria of all unit standards that are made up in this qualification.

b. Evidence based

Whether a person is competent is based upon evidence provided by the learner. The evidence may be demonstrated or produced by the candidate or gathered by the assessor.

c. Participatory

The candidate is encouraged to be involved in the process of assessment. The candidate and assessors have the scope to negotiate the form and range of assessment activities.

d. The Assessment process involves:

- Collection of evidence
- Judgment
- Recording

2. Defining RPL

Recognition of Prior Learning (RPL) is the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes of a specific qualification, in addition, the acceptance thereof for purposes of certification.

The above definition holds the following implications:

- a. That a comparison of contextualized competence be done against the unit Standards requirements in a holistic way,
- b. That recognition is done for learning and experience, not one or the other only, and
- c. That the process is focused on the learner and his/her current competence, not historical evidence only.

To understand the process, you need to understand the role of the two role players that are going to help you to become competent:

3. The Two Role Players in RPL

There are two role players in this process. They are:

- a. The **Evidence Collection Facilitator (ECF)** is a person familiar with this field, who can help you to gather and organise evidence to prove to the assessor that you are competent.
- b. The **Assessor** is a subject-matter expert who is registered as an assessor and will be able to weigh up the evidence you provide against the outcomes of each unit standard and qualification.

4. The Steps of the RPL Process

- a. If you follow the five steps outlined below, you will progressively achieve competence, and at the end of the process be equipped.
- b. You will apply a step-by-step method (see *Steps in the RPL process*) to all three unit standards in this Evidence Guide for RPL.

Table 1: Steps in the RPL Process

Step 1	Review the Evidence Guides for each outcome of the unit standard.
Step 2	On each Evidence Guide, the assessment criteria are listed. Each of these criteria includes different ways of assessments for e.g. assignment, direct observation, written test, project etc. This will help you to show evidence of your competence of the specific outcomes.
Step 3	Keep on collecting evidence and put them into your portfolio of evidence. This evidence will include all the work you have completed.
Step 4	You can monitor your progress by initialling and dating the SELF-ASSESSMENT checkboxes for each specific outcome.
Step 5	Once you have initialled all the self-assessment checkboxes on a page, you can ask the 'Evidence Collection Facilitator' to check the evidence, and to initial and date each of the ECF EVALUATION checkboxes.

Note:

Complete the above five steps for each RPL Evidence Guide for all the unit standards in this RPL Evidence Guide. Remember to refer to the original unit standard reproduced in this RPL Evidence Guide to crosscheck the evidence.

You may discover when you go through a process that you need more training. If a need arises then you should arrange training with the person who is responsible for your training. Ask for a training plan.

Once you have collected all the evidence for this RPL Evidence Guide and the ECF has signed off the evidence, then you are ready to do the Summative Assessment.

Unit Standard 1 of this Volume

1.	Unit Standard ID Title	Inspect and lubricate an automotive system
2.	Unit Standard Number	119750
3.	NQF Level	2
4.	Total Credit Value	8
5.	Field	Field 06 - Manufacturing, Engineering and Technology
6.	Registration Date	2005-11-30
7.	Registration End Date	2008-11-30
8.	Purpose of the Unit Standard	People in the field of manufacturing and engineering require the skills, values, and knowledge reflected in this unit standard. The learning outcomes in this unit standard also contribute to the exit level outcomes required for various manufacturing and engineering qualifications. The learner is capable of inspecting fluids and lubricants and topping up and/or drain and refill fluids and lubricants on automotive systems and to maintain and report on defects and operational condition.
9.	Learning assumed to be in place	It is assumed that the learner has already learned the use of engineering hand tools, power tools, measuring equipment and to maintain a safe and productive working environment. Learners are also assumed to be competent in: <input type="checkbox"/> Mathematical Literacy and communication at NQF level 1.
10.	Unit Standard Range	The ranges as indicated under the specific outcomes determine the scope and level of this unit standard. All work is performed under the supervision and according to workplace and workshop manual specifications and occupational safety, health and environmental legislation.
11.	Specific outcomes and assessment criteria	<p>Specific Outcome 1 The learner has learned to plan and prepare to inspect and lubricate an automotive system.</p> <p>Outcome Range: <input type="checkbox"/> Planning and preparing includes reading and interpreting the job card/work instructions, and obtaining lubrication checklist from workshop manual. <input type="checkbox"/> Preparing includes selecting tools and lubricants.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Learner prepared work area and automotive system for inspection and lubrication. 2. Obtained workshop manual and specifications appropriate to automotive system. 3. Obtained specified lubricants and fluids. 4. Selected and obtained appropriate tools and equipment. 5. Prepared work area and automotive system in accordance with SHE requirements. 6. Learner can explain the reason/s for selection the appropriate workshop manual for the automotive system. <p>Specific Outcome 2 Learner is able to drain, refill or top up fluids and apply lubricants.</p> <p>Outcome Range: Fluids and lubricants include oils, greases, brake fluid, water and anti-freeze.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Learner drained, refilled and / or topped up automotive system fluids and applies lubricants.

	<ol style="list-style-type: none"> 2. Fluid levels are checked in accordance with workshop manual procedures. 3. Automotive system normalised to operating temperature prior to draining of fluids. 4. Areas are cleaned before and after draining fluids 5. Fluids are drained in accordance with workshop manual procedures. 6. Drain and refill plugs are replaced in accordance with workshop manual procedures 7. Filler areas are cleaned prior to filling / topping up fluid compartment. 8. Fluid compartments are refilled / topped up with specified fluid and quantity. 9. Lubrication points are cleaned prior to lubrication. 10. Lubricants are applied to lubrication points in accordance with workshop manual procedures. 11. Learner can explain the importance of correct fluid levels. <p>Specific Outcome 3 Learner is able to Inspect and identify leaks and defects on automotive system</p> <p>Outcome Range:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inspect includes a visual inspection and recording. <input type="checkbox"/> Defects include cracks, damage, distortion, wear and missing parts. <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Learner inspected automotive system for leaks and defects. 2. Automotive system is visually inspected for leaks and defects, while system is in a static condition, and findings are recorded. 3. Automotive system is inspected for leaks under operational conditions and findings are recorded. 4. Tested functionality of system. 5. Learner can explain why an automotive system needs to be inspected when static and operational. <p>Specific Outcome 4 Learner has learned to restore work area, complete and process documentation.</p> <p>Outcome Range: Restoring includes disposal of waste fluids and lubricants, tools packed away and work area cleaned.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> 1. Work area is restored, documentation completed and processed. 2. Tools and equipment are cleaned and packed away in accordance with company procedures. 3. Work area is cleaned in accordance with good house keeping requirements. 4. Hazardous materials are dispose off in accordance with SHE requirements. 5. Documentation are complete and processed in according with company procedures. 6. Learner can recall company procedures relating to the cleaning and packing away of tools and equipment. 7. Learner can explain the impact of good house keeping practices on productivity and a safe working environment.
	<p>12. Unit Standard Accreditation and</p>

<p>Moderation Options</p>	<p>assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Any institution offering learning that will enable the achievement of this unit standard must be accredited as a provider with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA. <input type="checkbox"/> Assessment and moderation of assessment will be overseen by the relevant Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation. <input type="checkbox"/> Moderation must include both internal and external moderation of assessments, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in the Unit Standard. <input type="checkbox"/> Anyone wishing to be assessed against this unit standard may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA
<p>13. Unit Standards Essential Embedded knowledge</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Names and functions of: <ul style="list-style-type: none"> > Automotive Components and systems > Tools and equipment > Fluids and lubricants <input type="checkbox"/> Attributes, descriptions, characteristics and properties of: <ul style="list-style-type: none"> > Fluids and lubricants > Typical defects <input type="checkbox"/> Sensory cues: <ul style="list-style-type: none"> > Visual, audible and smell <input type="checkbox"/> Purpose of: <ul style="list-style-type: none"> > Lubrication, fluids and inspection <input type="checkbox"/> Regulations, legislation, agreements, policies, standards: <ul style="list-style-type: none"> > Workplace procedures > SHE legislation <input type="checkbox"/> Theory: rules, principles, laws: <ul style="list-style-type: none"> > Material wear > Friction > Viscosity <input type="checkbox"/> Relationships, systems: <ul style="list-style-type: none"> > Relationship between preventative maintenance and operational condition of system
<p>14. Critical Cross-field Outcomes</p>	<p>IDENTIFYING Identify and solve problems:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Related to inspecting and lubricating automotive systems. <p>WORKING Work effectively with others:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interact with team members, colleagues and workshop personnel to obtain fluids, lubricants and service equipment. <p>ORGANISING Organise and manage myself and my activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Working according to service and flat rate schedules. <input type="checkbox"/> Manage resources and my time.

	<p>COMMUNICATING Communicate effectively:</p> <ul style="list-style-type: none"><input type="checkbox"/> Report on service procedures and report any defects or deviations from standard proce <p>SCIENCE Use science and technology effectively and critically:</p> <ul style="list-style-type: none"><input type="checkbox"/> Store and dispose of waste fluids and lubricants in accordance with SHE legislation. <p>DEMONSTRATING Demonstrate an understanding of the world as a set of related systems:</p> <ul style="list-style-type: none"><input type="checkbox"/> Understand and explain the importance of regular inspection and servicing of automotive systems.<input type="checkbox"/> Explain and justify my actions and procedures followed.
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EVIDENCE GUIDE

Unit Standard ID Title: Inspect and lubricate an automotive system
Unit Standard number: 119750

Specific Outcome 1

The learner has learned to plan and prepare to inspect and lubricate an automotive system.

Outcome Range:

- Planning and preparing includes reading and interpreting the job card/work instructions, and obtaining lubrication checklist from workshop manual.
- Preparing includes selecting tools and lubricants.

Assessment Criteria

1. Learner prepared work area and automotive system for inspection and lubrication.
2. Obtained workshop manual and specifications appropriate to automotive system.
3. Obtained specified lubricants and fluids.
4. Selected and obtained appropriate tools and equipment.
5. Prepared work area and automotive system in accordance with SHE requirements.
6. Learner can explain the reason/s for selection the appropriate workshop manual for the automotive system.

Evidence Required	Evidence sign off																																				
Written Knowledge Test and Practical demonstration of Inspection																																					
<p>Question 1 List three types of vehicles, which rely on well-designed lubrication systems.</p> <p>Question 2 List four different automotive systems that require lubrication.</p> <p>Question 3 What is the main purpose of lubrication?</p> <p>Question 4 What are the three additional functions of lubrication?</p> <p>Planning and preparing for lubrication task (Practical demonstration) The learner must explain how he / she would plan and prepare to drain the oil from an engine.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: yellow;"><td style="text-align: center;">Self-assessment</td></tr> <tr><td style="text-align: center;"><i>Initial</i></td></tr> <tr><td style="text-align: center;"><i>Date</i></td></tr> <tr><td style="text-align: center;"> </td></tr> <tr style="background-color: yellow;"><td style="text-align: center;">ECF evaluation</td></tr> <tr><td style="text-align: center;"><i>Initials</i></td></tr> <tr><td style="text-align: center;"><i>Date</i></td></tr> </table>	Self-assessment	<i>Initial</i>	<i>Date</i>		ECF evaluation	<i>Initials</i>	<i>Date</i>																													
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Specific Outcome 2

Learner is able to drain, refill or top up fluids and apply lubricants.

Outcome Range:

Fluids and lubricants include oils, greases, brake fluid, water and anti-freeze.

Assessment Criteria

1. Learner drained, refilled and / or topped up automotive system fluids and applies lubricants.
2. Fluid levels are checked in accordance with workshop manual procedures.
3. Automotive system normalised to operating temperature prior to draining of fluids.
4. Areas are cleaned before and after draining fluids
5. Fluids are drained in accordance with workshop manual procedures.
6. Drain and refill plugs are replaced in accordance with workshop manual procedures
7. Filler areas are cleaned prior to filling / topping up fluid compartment.
8. Fluid compartments are refilled / topped up with specified fluid and quantity.
9. Lubrication points are cleaned prior to lubrication.
10. Lubricants are applied to lubrication points in accordance with workshop manual procedures.
11. Learner can explain the importance of correct fluid levels.

Evidence Required				Evidence sign off																																																					
Practical demonstration																																																									
<p>Oil and coolant level checking The learner do inspection on the following requirements:</p> <p>Check the fluid level of the ... Achieved (Y/N)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 75%;">Criteria</th> <th style="width: 10%;">Yes</th> <th style="width: 10%;">No</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Engine coolant system</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Engine oil</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Clutch system</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Brake system</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>Differential system</td> <td></td> <td></td> </tr> </tbody> </table> <p>The learner is able to check the following</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>6</td> <td>Drained, refilled and / or topped up automotive system fluids and applies lubricants</td> <td></td> <td></td> </tr> <tr> <td>7</td> <td>operating temperature prior to draining of fluids</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>Replace Drain and refill plugs</td> <td></td> <td></td> </tr> <tr> <td>9</td> <td>Clean Filler areas prior to filling fluid compartment</td> <td></td> <td></td> </tr> <tr> <td>10</td> <td>Refill fluid compartments</td> <td></td> <td></td> </tr> <tr> <td>11</td> <td>Apply lubrication according to lubrication points</td> <td></td> <td></td> </tr> <tr> <td>12</td> <td>The learner must explain verbally the importance of correct fluid levels.</td> <td></td> <td></td> </tr> </tbody> </table>					Criteria	Yes	No	1	Engine coolant system			2	Engine oil			3	Clutch system			4	Brake system			5	Differential system			6	Drained, refilled and / or topped up automotive system fluids and applies lubricants			7	operating temperature prior to draining of fluids			8	Replace Drain and refill plugs			9	Clean Filler areas prior to filling fluid compartment			10	Refill fluid compartments			11	Apply lubrication according to lubrication points			12	The learner must explain verbally the importance of correct fluid levels.			Self-assessment	
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Specific Outcome 3

Learner is able to Inspect and identify leaks and defects on automotive system

Outcome Range:

- Inspect includes a visual inspection and recording.
- Defects include cracks, damage, distortion, wear and missing parts.

Assessment Criteria

1. Learner inspected Automotive system for leaks and defects.
2. Automotive system is visually inspected for leaks and defects, while system is in a static condition, and findings are recorded.
3. Automotive system is inspected for leaks under operational conditions and findings are recorded.
4. Tested functionality of system.
5. Learner can explain why an automotive system needs to be inspected when static and operational.

Evidence Required				Evidence sign off	
Practical demonstration Inspect and identify leaks and defects on automotive system					
	Criteria	Yes	No	Self-assessment	
1	Learner inspected Automotive system for leaks and defects.			Initial	
2	Inspect automotive system visually for leaks and defects, while system is in a static condition, and findings are recorded.			Date	
3	Inspect automotive system for leaks under operational conditions and findings are recorded.				
4	Test the functionality of the system.				
5	Learner can explain why an automotive system needs to be inspected when static and operational.			ECF evaluation	
6	Inspect automotive system for leaks and defects.			Initials	
				Date	

EVIDENCE GUIDE

Specific Outcome 4

Learner has learned to restore work area, complete and process documentation.

Outcome Range:

Restoring includes disposal of waste fluids and lubricants, tools packed away and work area cleaned.

Assessment Criteria

1. Work area is restored, documentation completed and processed.
2. Tools and equipment are cleaned and packed away in accordance with company procedures.
3. Work area is cleaned in accordance with good house keeping requirements.
4. Hazardous materials are dispose off in accordance with SHE requirements.
5. Documentation are complete and processed in according with company procedures.
6. Learner can recall company procedures relating to the cleaning and packing away of tools and equipment.
7. Learner can explain the impact of good house keeping practices on productivity and a safe working environment.

Evidence Required			Evidence sign off																			
Practical Demonstration			Self-assessment																			
Criteria	Yes	No	<i>Initial</i>																			
Dispose waste fluids and lubricants			<i>Date</i>																			
Pack tools away																						
Clean work area			<i>ECF evaluation</i>																			
Complete documentation relevant to the work area																						
Dispose hazardous materials with SHE requirements			<i>Initials</i>																			
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<p>Housekeeping</p> <p>The learner is able to explain what aspects need to be considered after the lubrication task, related to housekeeping.</p> <p>Did the learner mention... Achieved (Y/N)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #FFD700;"> <th style="width: 5%;"></th> <th style="width: 50%;">Criteria</th> <th style="width: 10%;">Yes</th> <th style="width: 10%;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Cleaning up any oil spill</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">2</td> <td>Cleaning and packing away all tools and equipment</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">3</td> <td>Returning all tools and equipment to the stores</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">4</td> <td>Disposal of the old oil</td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </tbody> </table>						Criteria	Yes	No	1	Cleaning up any oil spill			2	Cleaning and packing away all tools and equipment			3	Returning all tools and equipment to the stores			4	Disposal of the old oil
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