

Vehicle Fitting (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: https://acecerts.co.uk/framework_library

Issue date: 01 December 2011

Issued By:
Institute of the Motor Industry

Apprenticeship Certificates
England

https://acecerts.co.uk/framework_library

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Vehicle Fitting (England)

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Framework information

Information on the Issuing Authority for this framework:

Institute of the Motor Industry

The Apprenticeship sector for occupations in the automotive industry (also includes Vehicle Maintenance & Repair, Vehicle Sales, Vehicle Body & Paint, Vehicle Fitting and Vehicle Parts) and also occupations in freight logistics and maritime.

Issue number: 5	This framework includes:
Framework ID: FR01096	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 31/03/2014	This framework is for use in: England

Short description

Vehicle Fitters provide a fast and efficient service to customers with busy lives and to businesses operating vans, trucks and buses. More technicians at level 2 and 3 are needed to replace those who leave or retire and to upskill the existing workforce. At level 2, Motor Vehicle Fitters will ensure that batteries, exhausts and wheels are fit for purpose and Fast Fit Technicians will specialise in inspecting and replacing tyres ensuring that vehicles are safe and fuel efficient. At level 3 supervisors will manage teams, check the work of technicians and carry out the full range of services themselves.

Contact information

Proposer of this framework

The Institute of the Motor Industry (IMI)

Developer of this framework

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Issuer contact name:	Stirling Wood
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Revising a framework

Why this framework is being revised

To add new qualifications that have recently been accredited along with the updated version of the Employee Rights & Responsibilities (ERR) workbook.

Summary of changes made to this framework

- Inclusion of newly accredited qualifications
- inclusion of the updated Employee Rights & Responsibilities (ERR) workbook

Qualifications removed

(no information)

Qualifications added

Fast Fit

VCQ's - Competency Based Qualifications

- Edexcel Level 2 Diploma in Vehicle Fitting Competence - 600/3521/3
- Edexcel Level 3 Diploma in Vehicle Fitting Supervisory Competence - 600/3519/5

VRQ's - Knowledge and Skills Based Qualifications

- Edexcel BTEC Level 2 Diploma in Vehicle Fitting Principles - 600/3520/1
- Edexcel BTEC Level 3 Diploma in Vehicle Fitting Supervisory Principles - 600/3518/3

ERR

- Edexcel Level 2 Award in Knowledge of Employee Rights and Responsibilities for the Automotive Sector - 600/3713/1

Qualifications that have been extended

(no information)

Purpose of this framework

Summary of the purpose of the framework

Vehicle Fitters provide a fast and efficient service to customers with busy lives and to businesses operating vans, trucks and buses. At level 2, Motor Vehicle Fitters will ensure that batteries, exhausts and wheels are fit for purpose and Fast Fit Technicians will specialise in inspecting and replacing tyres ensuring that vehicles are safe and fuel efficient. At level 3 supervisors will manage teams, check the work of technicians and carry out the full range of services themselves.

More technicians are needed to:

- keep up with the technology and tools used to remove and replace tyres, wheels, batteries and exhausts;
- respond to consumer demand for more efficient, economic and safer vehicles;
- replace those who retire or leave;
- train as managers of the future.

Looking at the profile of the Automotive Retail Industry in England:

- skilled trade occupations make up a significantly larger than average share of the workforce at 38%, compared with 10% of other industries in England;
- managers and leaders form the second biggest occupational group with only 6% qualified to a high skill level of level 4 and above;
- the sector has a large number (88%) of businesses in England who employ less than ten people;
- the Automotive Retail Industry provides employment for over half a million employees and is a major contributor to the economy in England, generating £129 billion of total turnover in England in 2008;
- the majority of the workforce is aged between 25 and 44;
- the workforce is predominantly white male with females employed largely in secretarial and administrative jobs.

The Vehicle Fitting Apprenticeship has been available at level 2 for a number of years and over five hundred Apprentices in England registered in 2008/2009. This new framework builds upon the success of its predecessor, by including qualifications which have been updated to meet both the changing skills needs of employers and to meet the new Specification of Apprenticeship Standards for England. It also includes a new Level 3 pathway which will encourage higher numbers of Apprentices at Level 2, as they will be able to see how they can progress their careers. This Apprenticeship will help to attract new people into Vehicle Fitting and tap into the talents of under-represented groups to fill 213,000 posts over the next ten

years to replace those who retire or leave.

The framework will also contribute to meeting the skills priorities in England by:

- providing flexible access to a high quality Level 2 and 3 skills programme, which act as a real alternative to qualifications for those who prefer this style of learning and achievement;
- incorporating skills to improve the general literacy, numeracy and ICT in England;
- using technical and competence qualifications, valued by employers, to help their businesses grow;
- developing Apprentice's Personal Learning and Thinking Skills, to build their confidence and creativity, improving their social and working lives;
- developing Apprentice's employability skills, making them more attractive to all employers whichever career they choose;
- providing a career pathway into jobs and training at technician level and higher, to provide the skills which the economy needs to grow.

Aims and objectives of this framework (England)

The aim of this framework is to attract new people into Vehicle Fitting from a wide range of backgrounds to replace those who leave or retire and to upskill the existing workforce in England.

Objectives of this framework are to:

1. contribute to increasing the number of existing staff qualified to Technician and Supervisor level;
2. attract more applicants from women and under-represented groups into Vehicle Fitting posts at levels 2 and 3;
3. develop problem solving, communication, team working, literacy and numeracy skills which are a priority for the Automotive Retail Industry;
4. provide micro businesses, which account for around 85% of businesses in the Automotive Retail Industry, with access to a quality training programme to help their businesses grow;
5. provide opportunities for career progression within Vehicle Fitting into management posts in the wider Automotive Retail Industry;
6. after further development and training, provide a pathway to foundation degree and to undergraduate programmes for those who choose to do so.

Entry conditions for this framework

This framework in Vehicle Fitting would suit someone who enjoys meeting with people, using their hands and being in a fast paced environment.

Employers are looking to attract applicants who have a keen interest in working in the Automotive Retail Industry in Vehicle Fitting jobs and who have basic literacy and numeracy skills on which this Apprenticeship will build. Applicants must enjoy face to face contact with customers.

Applicants to this Apprenticeship will be a mix of age and experience. As a guide, applicants may come from a range of routes including:

- work or work experience;
- training and/or experience which could include a portfolio showing what they have done;
- foundation learning at level 1;
- any of the Key Skills or Functional Skills;
- young apprenticeship in the Automotive Industry;
- any of the (14-19) Diplomas including the Engineering Diploma;
- a range of vocational or academic qualification(s).

Initial Assessment

Training providers and employers will use initial assessment to ensure that applicants have a fair opportunity to demonstrate their ability and to tailor programmes to meet individual needs, recognising prior qualifications and experience.

Level 2

Title for this framework at level 2

Intermediate Apprenticeship in Vehicle Fitting

Pathways for this framework at level 2

- Pathway 1: Fast Fit
- Pathway 2: Specialist Tyre Fitting

Level 2, Pathway 1: Fast Fit

Description of this pathway

Vehicle Fitting (Fast Fit) - 124 credits in total.

Entry requirements for this pathway in addition to the framework entry requirements

None in addition to the general requirements.

Job title(s)	Job role(s)
Fast Fit technician/Motor Vehicle Fitter	Testing batteries, exhausts and other engine parts to find faults, replacing faulty parts, checking balancing, replacing and realigning wheels along with advising customers.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Diploma in Vehicle Fitting Competence					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9810/X	IMIAL	61	525	N/A
C1b	501/0322/2	City & Guilds	61	525	N/A
C1c	600/3521/3	Edexcel	61	525	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Diploma in Vehicle Fitting Principles					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/9816/0	IMIAL	51	426	N/A
K1b	501/0748/3	City & Guilds	51	426	N/A
K1c	600/2030/1	ABC	51	426	N/A
K1d	600/3520/1	Edexcel	51	426	N/A

Combined qualifications available to this pathway

B1 - N/A					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
B1a	N/A	N/A	N/A	N/A	

Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

NO

If YES, please state the grade/level required for ICT:

Information Communication Technology (ICT) has not been included in this Apprenticeship framework as employers believe that it is not occupationally relevant to the job role. ICT is not commonly used in Vehicle Fitting.

Progression routes into and from this pathway

PROGRESSION INTO THIS LEVEL TWO APPRENTICESHIP

This can be from a wide range of routes including:

- work or work experience;
- training and/or experience which could include a portfolio showing what they have done;
- foundation learning at Level 1;
- any of the Key Skills or Functional Skills;
- Young Apprenticeship in Automotive;
- any of the (14-19) Diplomas including the Engineering Diploma;
- a range of vocational or academic qualification(s).

PROGRESSION FROM THIS LEVEL TWO APPRENTICESHIP:

- Level 3 Advanced Apprenticeship in Vehicle Fitting;
- Level 2 Apprenticeship in another part of the Automotive Retail Industry such as Vehicle Maintenance & Repair, Vehicle Body & Paint or Vehicle Sales;
- Level 2 Apprenticeship in Team Leading;
- Employment into a range of jobs at Level 2 and 3 such as Service Advisor or Service Receptionist.

For more careers information on the Automotive Retail Industry visit www.autocity.org.uk.

Employee rights and responsibilities

Delivery and Assessment

All Apprentices will receive an induction to the workplace and to the Apprenticeship programme.

ERR will be covered through a separate qualification:

Title: City & Guilds Level 2 Award In Knowledge of Employee Rights and Responsibilities for the Automotive Sector (QCF)

Qualification Reference Number:

600/1216/X Guided Learning Hours

(GLH): 8

Credit Value:

2 OR

Title: IMIAL Level 2 Award In Knowledge of Employee Rights and Responsibilities for the Automotive Sector

Qualification Reference Number:

600/1308/4 Guided Learning Hours

(GLH): 8

Credit Value:

2 OR

Title: Edexcel Level 2 Award In Knowledge of Employee Rights and Responsibilities for the Automotive Sector

Qualification Reference Number:

600/3713/1 Guided Learning Hours

(GLH): 8

Credit Value: 2

This qualification will ensure that the Apprentice knows and understands each of the nine national outcomes for ERR as follows:

1. the range of employer and employee statutory rights and responsibilities under employment law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and health and safety, together with the duties of

employers;

2. procedures and documentation which recognises and protects their relationship with their employer, including health and safety and equality and diversity training as part of the apprenticeship;
3. the range of sources and information and advice available to them on their employment rights and responsibilities, including Access to Work and Additional Learning Support;
4. the role played by their occupation in their organisation and industry;
5. has an informed view of the types of career pathways that are open to them;
6. the types of representative bodies and understands their relevance to their industry and organisation and the main roles and responsibilities;
7. where and how to get information and advice on their industry, occupation, training and career;
8. can describe and work within their organisation's principles and codes of practice;
9. can recognise and form a view on issues of public concern that affect their organisation and industry.

A workbook has been developed to support the delivery of the ERR qualification by providing appropriate learning material and incorporating areas for completion by the learner, which will be signed off by the employer.

This workbook is to be used as the primary source of evidence collection in completion of the ERR qualification. Should another form of evidence of completion be used, it will be the responsibility of the accrediting Awarding Organisation to ensure that this evidence fully maps to the requirements of the IMI Workbook.

To download the ERR workbook please click
here: [www.motor.org.uk/documentlibrary/Standards%20and%20Qualifications/201108ERR-work book-vFinal-Aug-11.doc](http://www.motor.org.uk/documentlibrary/Standards%20and%20Qualifications/201108ERR-work%20book-vFinal-Aug-11.doc)

RECOGNITION OF ERR:

A certificate of achievement of the ERR Award must be submitted to The Institute of the Motor Industry (IMI) when applying for an Apprenticeship completion certificate.

Level 2, Pathway 2: Specialist Tyre Fitting

Description of this pathway

Vehicle Fitting (Specialist Tyre Fitting) - 118 credits in total.

Entry requirements for this pathway in addition to the framework entry requirements

None in addition to the general requirements.

Job title(s)	Job role(s)
Tyre technician	Removing, inspecting, fitting and replacing tyres on a variety of vehicles and motorcycles using specialist equipment ensuring that tyre pressures are correct, recording information and advising customers on legal requirements.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Diploma in Vehicle Specialist Tyre Fitting Competence					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9811/1	IMIAL	60	512	N/A
C1b	501/0127/4	City & Guilds	60	512	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Diploma in Vehicle Specialist Tyre Fitting Principles					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/9808/1	IMIAL	46	390	N/A
K1b	600/1449/0	City & Guilds	46	390	N/A

Combined qualifications available to this pathway

B1 - N/A						
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value	
B1a	N/A	NA	N/A	N/A		

Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

NO

If YES, please state the grade/level required for ICT:

Information Communication Technology (ICT) has not been included in this Apprenticeship framework as employers believe that it is not occupationally relevant to the job role. ICT is not commonly used in Vehicle Fitting.

Progression routes into and from this pathway

PROGRESSION INTO THIS LEVEL TWO APPRENTICESHIP

This can be from a wide range of routes including:

- work or work experience;
- training and/or experience which could include a portfolio showing what they have done;
- foundation learning at Level 1;
- any of the Key Skills or Functional Skills;
- Young Apprenticeship in Automotive;
- any of the (14-19) Diplomas including the Engineering Diploma;
- a range of vocational or academic qualification(s).

PROGRESSION FROM THIS LEVEL TWO APPRENTICESHIP:

- Level 3 Advanced Apprenticeship in Vehicle Fitting;
- Level 2 Apprenticeship in another part of the Automotive Retail Industry such as Vehicle Maintenance & Repair, Vehicle Body & Paint or Vehicle Sales;
- Level 2 Apprenticeship in Team Leading;
- Employment into a range of jobs at Level 2 and 3 such as Service Advisor or Service

Receptionist; For more careers information on the Automotive Retail Industry visit www.autocity.org.uk.

Employee rights and responsibilities

Delivery and Assessment

All Apprentices will receive an induction to the workplace and to the Apprenticeship programme.

ERR will be covered through a separate qualification:

Title: City & Guilds Level 2 Award In Knowledge of Employee Rights and Responsibilities for the Automotive Sector (QCF)

Qualification Reference Number:

600/1216/X Guided Learning Hours

(GLH): 8

Credit Value:

2 OR

Title: IMIAL Level 2 Award In Knowledge of Employee Rights and Responsibilities for the Automotive Sector

Qualification Reference Number:

600/1308/4 Guided Learning Hours

(GLH): 8

Credit Value:

2 OR

Title: Edexcel Level 2 Award In Knowledge of Employee Rights and Responsibilities for the Automotive Sector

Qualification Reference Number:

600/3713/1 Guided Learning Hours

(GLH): 8

Credit Value: 2

This qualification will ensure that the Apprentice knows and understands each of the nine national outcomes for ERR as follows:

1. the range of employer and employee statutory rights and responsibilities under employment law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and health and safety, together with the duties of employers;

2. procedures and documentation which recognises and protects their relationship with their employer, including health and safety and equality and diversity training as part of the apprenticeship;
3. the range of sources and information and advice available to them on their employment rights and responsibilities, including Access to Work and Additional Learning Support;
4. the role played by their occupation in their organisation and industry;
5. has an informed view of the types of career pathways that are open to them;
6. the types of representative bodies and understands their relevance to their industry and organisation and the main roles and responsibilities;
7. where and how to get information and advice on their industry, occupation, training and career;
8. can describe and work within their organisation's principles and codes of practice;
9. can recognise and form a view on issues of public concern that affect their organisation and industry.

A workbook has been developed to support the delivery of the ERR qualification by providing appropriate learning material and incorporating areas for completion by the learner, which will be signed off by the employer.

This workbook is to be used as the primary source of evidence collection in completion of the ERR qualification. Should another form of evidence of completion be used, it will be the responsibility of the accrediting Awarding Organisation to ensure that this evidence fully maps to the requirements of the IMI Workbook.

To download the ERR workbook please click
here: [www.motor.org.uk/documentlibrary/Standards%20and%20Qualifications/201108ERR-work book-vFinal-Aug-11.doc](http://www.motor.org.uk/documentlibrary/Standards%20and%20Qualifications/201108ERR-work%20book-vFinal-Aug-11.doc)

RECOGNITION OF ERR:

A certificate of achievement of the ERR Award must be submitted to The Institute of the Motor Industry (IMI) when applying for an Apprenticeship completion certificate.

Level 3

Title for this framework at level 3

Advanced Apprenticeship in Vehicle Fitting

Pathways for this framework at level 3

Pathway 1: Fast Fit

Level 3, Pathway 1: Fast Fit

Description of this pathway

Vehicle Fitting (Fast Fit) - 112 credits in total.

Entry requirements for this pathway in addition to the framework entry requirements

Level 3 jobs in Vehicle Fitting may involve supervising teams therefore, some employers may require applicants for this Level 3 Advanced Apprenticeship to have supervisory experience or experience in Vehicle Fitting.

Job title(s)	Job role(s)
Supervisor	Supervising staff, removing, inspecting, fitting and replacing tyres on a variety of vehicles and motorcycles using specialist equipment ensuring that tyre pressures are correct, recording information and advising customers on legal requirements and simple maintenance issues.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Diplomas in Vehicle Fitting Supervisory Competence					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0253/0	IMIAL	57	417	N/A
C1b	600/1214/6	City & Guilds	57	417	N/A
C1c	600/3519/5	Edexcel	57	417	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Diploma in Vehicle Fitting Operations Principles					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0246/3	IMIAL	43	345	N/A
K1b	600/1215/8	City & Guilds	43	345	N/A
K1c	600/3518/3	Edexcel	43	345	N/A

Combined qualifications available to this pathway

B1 - N/A						
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value	
B1a	N/A	N/A	N/A	N/A	N/A	N/A

Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

NO

If YES, please state the grade/level required for ICT:

Information Communication Technology (ICT) has not been included in this Apprenticeship framework as employers believe that it is not occupationally relevant to the job role. ICT is not commonly used in Vehicle Fitting.

Progression routes into and from this pathway

PROGRESSION INTO THIS LEVEL THREE ADVANCED APPRENTICESHIP

This can be from a wide range of routes including:

- Level 2 Apprenticeship in Vehicle Fitting;
- work or work experience;
- training and/or experience which could include a portfolio showing what they have done;
- foundation learning at Level 1;
- any of the Key Skills or Functional Skills;
- Young Apprenticeship in Automotive;
- any of the (14-19) Diplomas including the Engineering Diploma;
- a range of vocational or academic qualification(s).

PROGRESSION FROM THIS LEVEL THREE ADVANCED APPRENTICESHIP:

- Level 2 Apprenticeship in another part of the Automotive Retail Industry such as Vehicle Maintenance and Repair, Vehicle Body and Paint or Vehicle Parts
- Level 2 Apprenticeship in Team Leading;
- Level 3 Advanced Apprenticeship in Management;
- into employment into a range of Level 3 and 4 jobs such as Workshop Controller or Service Manager.

For more careers information on the Automotive Retail Industry visit www.autocity.org.uk.

UCAS points for this pathway: N/A

Employee rights and responsibilities

Delivery and Assessment

All Apprentices will receive an induction to the workplace and to the Apprenticeship programme.

ERR will be covered through a separate qualification:

Title: City & Guilds Level 2 Award In Knowledge of Employee Rights and Responsibilities for the Automotive Sector (QCF)

Qualification Reference Number:

600/1216/X Guided Learning Hours

(GLH): 8

Credit Value:

2 OR

Title: IMIAL Level 2 Award In Knowledge of Employee Rights and Responsibilities for the Automotive Sector

Qualification Reference Number:

600/1308/4 Guided Learning Hours

(GLH): 8

Credit Value:

2 OR

Title: Edexcel Level 2 Award In Knowledge of Employee Rights and Responsibilities for the Automotive Sector

Qualification Reference Number:

600/3713/1 Guided Learning Hours

(GLH): 8

Credit Value: 2

This qualification will ensure that the Apprentice knows and understands each of the nine national outcomes for ERR as follows:

1. the range of employer and employee statutory rights and responsibilities under employment law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and health and safety, together with the duties of employers;
2. procedures and documentation which recognises and protects their relationship with their

employer, including health and safety and equality and diversity training as part of the apprenticeship;

3. the range of sources and information and advice available to them on their employment rights and responsibilities, including Access to Work and Additional Learning Support;
4. the role played by their occupation in their organisation and industry;
5. has an informed view of the types of career pathways that are open to them;
6. the types of representative bodies and understands their relevance to their industry and organisation and the main roles and responsibilities;
7. where and how to get information and advice on their industry, occupation, training and career;
8. can describe and work within their organisation's principles and codes of practice;
9. can recognise and form a view on issues of public concern that affect their organisation and industry.

A workbook has been developed to support the delivery of the ERR qualification by providing appropriate learning material and incorporating areas for completion by the learner, which will be signed off by the employer.

This workbook is to be used as the primary source of evidence collection in completion of the ERR qualification. Should another form of evidence of completion be used, it will be the responsibility of the accrediting Awarding Organisation to ensure that this evidence fully maps to the requirements of the IMI Workbook.

To download the ERR workbook please click

here: [www.motor.org.uk/documentlibrary/Standards%20and%20Qualifications/201108ERR-work book-vFinal-Aug-11.doc](http://www.motor.org.uk/documentlibrary/Standards%20and%20Qualifications/201108ERR-work%20book-vFinal-Aug-11.doc)

RECOGNITION OF ERR:

A certificate of achievement of the ERR Award must be submitted to The Institute of the Motor Industry (IMI) when applying for an Apprenticeship completion certificate.

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

The Automotive Retail Industry in England, is mainly white (93%) and male (86%). The average age of the workforce is 40 years with 18% aged between 16 and 24 (in the UK).

A breakdown of data for apprenticeship starts in the Automotive Retail Industry for 2008/2009 showed the following:

- Male 97.6%
- Female 2.4%
- White 94.7%
- Asian 2.6%
- Chinese/Mixed Ethnic Origin 1.2%
- Black 0.8%
- Other 0.4%

The Apprenticeship route has been popular in the Automotive Retail Industry, particularly on the technical side, for a number of years; however recruitment still causes difficulties. The difficulties appear to result from the industry's image problems together with pay conditions and career prospects. In order to counteract some of these issues, awareness of the Automotive Retail Industry as a profession is being raised through:

- the (14-19) Diploma in Engineering and through the automotive retail content of the Diploma in Retail Business
- the Young Apprenticeship Programme in the Automotive Retail Industry, which has been raising awareness in schools
- Headlight - free business studies resources available for schools with the motor industry as the exciting backdrop
- Women in Work initiative, which is a financial incentive for employers towards the training costs for upskilling women in the sector
- Autocity - Careers website for the Automotive Industry, which includes non stereotypical images

Apprenticeships are seen as a vital route to encourage, and facilitate, a greater diversity of individuals into the industry, therefore entry conditions to this framework are extremely flexible and mentoring has been included to contribute towards increasing retention and achievement rates.

The IMI expects providers and employers to comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the sector using the 9 protected characteristics of:

1. Age
2. Disability
3. Gender
4. Gender reassignment
5. Marriage and civil partnerships
6. Pregnancy and maternity
7. Race
8. Religion and Belief
9. Sexual orientation

Download guidance on the Equality Act here:

www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/

The IMI will monitor take up and achievement of all Apprenticeships through its Apprenticeship Steering Group and take steps to address any barriers to take up and achievement as part of our Sector Qualifications Strategy.

On and off the job guided learning (England)

Total GLH for each pathway

Off-the-job GLH is the knowledge and Skills qualification plus the Employee Rights and Responsibilities (ERR) qualification, the Functional/Key Skills qualifications and Mentoring.

On-the-job GLH is the competence qualification plus Personal Learning and Thinking Skills (PLTS).

The minimum amount of Guided Learning Hours (GLH), which includes both on and off-the-job GLH, is:

Level 2: 24 month programme

- Fast Fit: 1259 GLH for the duration of the 24 month programme / 630 GLH per 12 months
- Specialist Tyre Fitting: 1210 GLH for the duration of the 24 month programme / 605 GLH per 12 months

Level 3: 18 month programme

- Fast Fit: 1070 GLH for the duration of the 18 month programme / 713 GLH per 12 months

Minimum off-the-job guided learning hours

The minimum amount of Guided Learning Hours (GLH) for off-the-job GLH is:

Level 2: 24 month programme

- Vehicle Fitting: 674 GLH for the duration of the 24 month programme / 337 GLH per 12 months
- Specialist Tyre Fitting: 638 GLH for the duration of the 24 month programme / 319 GLH per 12 months

Level 3: 18 month programme

- Vehicle Fitting: 593 GLH for the duration of the 18 month programme / 395 GLH per 12

months

How this requirement will be met

Off-the-job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers or guided study

The GLH within this Apprenticeship is an entitlement for the learner as part of the Education Act. Therefore providers will need to ensure that the programme of learning they deliver includes the requirements of the GLH set out in this Apprenticeship framework. Providers will not be required to record individual hours. However for certification purposes, the provider will be required to declare that the apprentice has completed the GLH requirement as set out in this Apprenticeship framework.

Breakdown of off the job GLH:

Level 2: 24 month programme

- Fast Fit (Knowledge and Skills qualification 426 GLH + ERR 8 GLH + Functional/Key Skills 90 GLH (45 GLH for each Skill) + Mentoring 150 Hours (an average of 2 Hours per week)) = 674 GLH for the duration of the 24 month programme
- Specialist Tyre Fitting (Knowledge and Skills qualification 390 GLH + ERR 8 GLH + Functional/Key Skills 90 GLH (45 GLH for each Skill) + Mentoring 150 Hours (an average of 2 Hours per week)) = 638 GLH for the duration of the 24 month programme

Level 3: 18 month programme

- Fast Fit (Knowledge and Skills qualification 345 GLH + ERR 8 GLH + Functional/Key Skills 90 GLH (45 GLH for each Skill) + Mentoring 150 Hours (an average of 2 Hours per week)) = 593 GLH for the duration of the 18 month programme

Evidence for off-the job GLH:

Level 2

- Level 2 certificate for the knowledge and skills qualification for the relevant pathway
- Certificate showing achievement of the ERR Award
- Level 1 Key Skills Certificate showing achievement of Key Skills in Application of Number and Communications OR Functional Skills certificate showing achievement of Maths and English

Level 3

- Level 3 certificate for the knowledge and skills qualification for the relevant pathway
- Certificate showing achievement of the ERR Award
- Level 2 Key Skills Certificate showing achievement of Key Skills in Application of Number and OR Functional Skills certificate showing achievement of Maths and English

Apprenticeship Certificate application forms can be downloaded from: www.motor.org.uk/standards-and-qualifications/downloads.html

Minimum on-the-job guided learning hours

The minimum amount of Guided Learning Hours (GLH) for on-the-job GLH is:

Level 2: 24 month programme

- Fast Fit: 585 GLH for the duration of the 24 month programme / 293 GLH per 12 months
- Specialist Tyre Fitting: 572 GLH for the duration of the 24 month programme / 286 GLH per 12 months

Level 3: 18 month programme

- Fast Fit: 477 GLH for the duration of the 18 month programme / 318 GLH per 12 months

How this requirement will be met

On-the-job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the

framework

- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours

The GLH within this Apprenticeship is an entitlement for the learner as part of the Education Act. Therefore providers will need to ensure that the programme of learning they deliver includes the requirements of the GLH set out in this Apprenticeship framework. Providers will not be required to record individual hours. However for certification purposes, the provider will be required to declare that the apprentice has completed the GLH requirement as set out in this Apprenticeship framework.

Breakdown of on the job GLH

Level 2: 24 month programme

- Fast Fit (Competency qualification 525 GLH + PLTS 60 GLH) = 585 GLH for the duration of the 24 month programme
- Specialist Tyre Fitting (Competency qualification 512 GLH + PLTS 60 GLH) = 572 GLH for the duration of the 24 month programme

Level 3: 18 month programme

- Fast Fit (Competency qualification 417 GLH + PLTS 60 GLH) = 477 GLH for the duration of the 18 month programme

Evidence for on-the-Job GLH:

Level 2

- Level 2 certificate showing achievement of the competence qualification for the relevant pathway
- Evidence Record Sheet for PLTS

Level 3:

- Level 3 certificate showing achievement of the competence qualification for the relevant pathway
- Evidence Record Sheet for PLTS

Apprenticeship Certificate application forms can be downloaded from: www.motor.org.uk/standards-and-qualifications/downloads.html

Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Apprentices must be introduced to Personal Learning and Thinking Skills (PLTS) during induction so that they learn to recognise for themselves when and where they are practicing these skills.

The IMI has mapped all of the PLTS to all units within all competence and knowledge units. For more information on PLTS and to view the IMI's mapping document please click on the following link: www.motor.org.uk/documentlibrary/Standards%20and%20Qualifications/plts-guidelines.pdf

Evidence of PLTS achievement

The IMI provides a transferable skills evidence record sheet which Apprentices must use to record when, where and how the learning for PLTS have been delivered and demonstrated. To download the evidence record sheet please click on the following link: www.motor.org.uk/standards-and-qualifications/apprenticeships.html

Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and

- others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

apprenticeship **FRAMEWORK**

For more information visit-
www.acecerts.co.uk/framework_library