

Vehicle Parts (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 Parts (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: 3	This framework includes:
Framework ID: FR01098	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

The efficient ordering and delivery of vehicle parts is crucial in keeping businesses running smoothly. This Apprenticeship and the qualifications within the framework, have been designed with the help of employers to ensure that it meets their needs for staff with the technical knowledge and customer service skills to help their businesses remain competitive. Intermediate Level Apprentices will train as Parts Operatives, Parts Sales/Telesales Representatives. Advanced Level Apprentices will train as Parts Advisers.

Contact information

Proposer of this framework

The Institute of the Motor Industry (IMI)

Developer of this framework

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Issuing Authority's contact details

Issued by:	Institute of the Motor Industry
Issuer contact name:	Stirling Wood
Issuer contact phone:	01992 511521
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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

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

The Automotive Retail Industry relies on the efficient ordering and delivery of vehicle parts to ensure that technicians responsible for repairing vehicles can do their job. They build relationships with business and private customers to encourage customer loyalty and repeat business, helping employers to remain competitive and profitable.

As part of the wider Automotive Retail Industry, Vehicle Parts faces a number of challenges which impact on skills needs of employers. These challenges include:

- Responding to Government policy which drives consumer demand and business behaviour, for example, legislation and targets around CO2 emissions and the MoT test;
- Consumer preferences including price, running costs, safety, environmental performance and fuel consumption;
- Vehicle technology moves at an incredible pace therefore the rate of technological change in the automotive sector needs staff with the knowledge and skills to keep pace;
- The National Consumer Council's "super complaint" has put more focus on improving the image of the sector and driving up skill levels;
- Although automotive retail employers seem largely happy with the overall skill levels of their employees, there is general consensus that there is room for improvement in management and leadership skills in the sector as managers and senior officials have relatively low levels of formal qualifications compared with the UK at large;
- Given the nature of the sector, there is a high demand for technical skills, and the pace of change and development in technology can make it difficult for businesses to keep up to date. This is exacerbated for smaller businesses (85% of the sector) that lack the means or access to relevant training;
- The sector demonstrates slightly higher than average levels of skill gaps within customer services and sales, problem-solving, communications, and team working;
- The sector is mainly White, male and is not therefore, tapping into the skills potential of the wider population.

Future skills priorities for the Automotive Retail Industry, therefore, include the demand for:

- more generic skills – including customer handling (sales and customer service), improved literacy and numeracy, problem-solving, communications, and team working;
- management skills particularly leadership and strategic planning – to keep pace with rapid changes in new technology and market structure;
- sales skills – to cope with the release of new makes, models and technology;

- technical skills - as the diversification and pace of new forms of technology increases, so must the training and skill levels of the workforce;
- administrative skills around use of ICT.

Employers have been involved in the design of the qualifications which are part of this framework and in the development of the framework itself to ensure that it can contribute to meeting some of the challenges they face. Around 213,00 jobs will need to be filled over the next decade to replace those who leave or retire and the Industry has been using Apprenticeships for a number of years - around 500 apprentices in Vehicle Parts Operations start the apprenticeship each year.

Intermediate Level Apprentices will train as Parts Operatives, Parts Sales/Telesales Representatives. Advanced Level Apprentices will train as Parts Advisors.

This Apprenticeship will build on the success of its predecessor and will also contribute to meeting the skills priorities for England by:

- providing flexible access to a high quality Level 2 and 3 skills programme, which act as a real alternative to academic 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 Parts from a wide range of backgrounds to replace those who leave or retire and to upskill the existing workforce in England to provide employers with the skills they need to remain competitive and profitable.

Objectives of this framework are to:

1. contribute to increasing the number of existing staff qualified to levels 2 and 3;
2. attract more applicants from women and under-represented groups into Vehicle Parts posts;

3. develop problem solving, communication, team working, literacy, numeracy and ICT 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 Parts into the wider Automotive Retail Industry;
6. provide a career pathway to more senior jobs through further training and development, including foundation degrees and to undergraduate programmes for those who choose to do so.

Entry conditions for this framework

This framework in Vehicle Parts would suit someone who is interested in the technical aspects of motor vehicles, who enjoys talking to customers and who understands the importance of providing high quality customer service.

Employers are looking to attract applicants who have a keen interest in working in the Automotive Retail Industry in Vehicle Parts jobs and who have good communication skills, literacy and numeracy skills on which this Apprenticeship will build.

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 Retail Industry;
- any of the (14-19) Diplomas including the Engineering Diploma or the Diploma in Retail Business;
- a range of vocational or academic qualifications.

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 Parts

Pathways for this framework at level 2

Pathway 1: Vehicle Parts

Level 2, Pathway 1: Vehicle Parts

Description of this pathway

Vehicle Parts - 141 credits in total.

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

There are no additional requirements other than the general entry conditions **or Framework Editor to state any additional requirements**

Job title(s)	Job role(s)
Parts sales representatives	Promoting, selling and delivering automotive parts to motor trade and other customers, achieving sales targets, advising customers on required parts, establishing and maintaining customer relationships
Parts telesales representative	Generating new parts sales business and maintaining existing accounts, over the phone, answering queries about parts operation, generating new business leads and following through to completion, arranging for delivery of parts, developing and maintaining existing contracts with customers.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Diploma in Vehicle Parts Operations Competence					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0268/2	IMIAL	66	366	N/A
C1b	600/1196/8	City & Guilds	66	366	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Diploma in Vehicle Parts Operations Principles					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0282/7	IMIAL	58	356	N/A
K1b	600/1199/3	City & Guilds	58	356	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 the competence qualification 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:

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	1	5
GCSE qualification in ICT (with enhanced functional content)	E	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or...*	1	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	A	N/A
A' Level or AS Level qualification in ICT**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

ICT has been included as a mandatory outcome for this pathway.

Progression routes into and from this pathway

PROGRESSION INTO THE INTERMEDIATE LEVEL APPRENTICESHIP IN VEHICLE PARTS:

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 Retail Industry
- any of the (14-19) Diplomas including the Engineering Diploma
- vocational or academic qualification(s)

PROGRESSION FROM THIS INTERMEDIATE LEVEL APPRENTICESHIP:

- Advanced Level Apprenticeship in Vehicle Parts
- employment as a Parts Sales Adviser or Telesales Representative, Service Department or perhaps move into vehicle sales.

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-workbook-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.

Certification Requirements for ERR

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.

Title for this framework at level 3

Advanced Apprenticeship in Vehicle Parts

Pathways for this framework at level 3

Pathway 1: Vehicle Parts

Level 3, Pathway 1: Vehicle Parts

Description of this pathway

Vehicle Parts - 189 credits in total.

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

You should have at least one year's supervisory experience or one year's experience of working in a similar job role at level 2.

Comment - should this be 1 years' experience of working in a parts department or is this too restrictive?

Job title(s)	Job role(s)
Vehicle Parts Advisor	Ordering, selling and managing parts and accessories, advising customers on how to solve a problem with their vehicle, taking orders from customers, efficient stock control, raising invoices for parts sold, liaison with other members of staff.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Diploma in Vehicle Parts Operations Competence					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0266/9	IMIAL	93	640	N/A
C1b	600/1197/X	City & Guilds	93	640	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Diploma in Vehicle Parts Operations Principles					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0174/4	IMIAL	79	591	N/A
K1b	600/1200/6	City & Guilds	79	591	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 the competence qualification 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:

Apprentices must complete or have completed one of the ICT transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have one of these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	2	5
GCSE qualification in ICT (with enhanced functional content)	C	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	A	N/A
A' Level or AS Level qualification in ICT**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

ICT has been included as a mandatory outcome for this pathway.

Progression routes into and from this pathway

Progression into the Advanced level Apprenticeship in Vehicle Parts:

- Intermediate Level Apprenticeship in Vehicle Parts
- supervisory experience and one year's experience of working in a parts department.

Progression from the Advanced level Apprenticeship in Vehicle Parts:

- Higher level management qualifications
- into employment into a range of Level 3 and 4 jobs such as Parts Manager
- after further training and development onto Higher Education (HE) programmes such as Business and

Management

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 on the Vehicle Parts Framework in 2008/9 showed the following:

- 2.4 % female
- 93% white British
- 13% consider themselves to have a learning difficulty and/or disability or health problem

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 the guidance on the Equality Act here: <http://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

- Vehicle Parts: 1075 GLH for the duration of the 24 month programme / 538 GLH per 12 months

Level 3: 18 month programme

- Vehicle Parts: 1584 GLH for the duration of the 18 month programme / 1056 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 Parts: 649 GLH for the duration of the 24 month programme / 325 GLH per 12 months

Level 3: 18 month programme

- Vehicle Parts: 884 GLH for the duration of the 18 month programme / 589 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

- Vehicle Parts (Knowledge and Skills qualification 356 GLH + ERR 8 GLH + Functional/Key Skills 135 GLH (45 GLH for each Skill) + Mentoring 150 Hours (an average of 2 Hours per week)) = 649 GLH for the duration of the 24 month programme

Level 3: 18 month programme

- Vehicle Parts (Knowledge and Skills qualification 591 GLH + ERR 8 GLH + Functional/Key Skills 135 GLH (45 GLH for each Skill) + Mentoring 150 Hours (an average of 2 Hours per week)) = 884 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, Communications and Information Communication Technology (ICT) OR Functional Skills certificate showing achievement of Maths, English and ICT

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, Communications and Information Communication Technology (ICT) OR Functional Skills certificate showing achievement of Maths, English and ICT

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

- Vehicle Parts: 426 GLH for the duration of the 24 month programme / 213 GLH per 12 months

Level 3: 18 month programme

- Vehicle Parts: 700 GLH for the duration of the 18 month programme / 467 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

- Vehicle Parts (Competency qualification 366 GLH + PLTS 60 GLH) = 426 GLH for the duration of the 24 month programme

Level 3: 18 month programme

- Vehicle Parts (Competency qualification 640 GLH + PLTS 60 GLH) = 700 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

Level 3:

- Level 3 certificate showing achievement of the competence qualification for the relevant pathway

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