

apprenticeship **FRAMEWORK**

Higher Apprenticeship in Automotive Management and Leadership - Level 5 (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

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Higher Apprenticeship in Automotive Management and Leadership - Level 5 (England)

Contents

Framework information.....	5
Information on the Issuing Authority for this framework:	5
Institute of the Motor Industry	5
Short description.....	5
Contact information.....	6
Proposer of this framework.....	6
Revising a framework	7
Why this framework is being revised	7
Summary of changes made to this framework	7
Qualifications removed	7
Qualifications added	7
Qualifications that have been extended.....	7
Purpose of this framework	8
Defining Apprenticeships	8
Profile of the Automotive Retail Industry in England.....	8
Employer support for this Apprenticeship	9
Specific Job Roles for apprentices	9
Claiming a Higher Apprenticeship Completion Certificate	9
Aims and objectives of this framework (England)	10
Entry conditions for this framework.....	10
Initial Assessment	11
Entry requirements for this pathway in addition to the framework entry requirements	13
Qualifications.....	15
Competence qualifications available to this pathway	15
Transferable skills (England)	17
Inclusion of Information and Communications Technology (ICT)	18
Progression routes into and from this pathway	19
PROGRESSION INTO THIS HIGHER APPRENTICESHIP (LEVEL 5).....	19
PROGRESSION FROM THIS APPRENTICESHIP (LEVEL 5).....	19

How equality and diversity will be met.....	21
On and off the job guided learning (England)	23
Total GLH for each pathway.....	23
Minimum off-the-job guided learning hours	23
How this requirement will be met.....	23
Minimum on-the-job guided learning hours	23
How this requirement will be met.....	23
Certification Requirements for ERR	23
Certification Requirements for GLH	24
Personal learning and thinking skills assessment and recognition (England)	25
Summary of Personal Learning and Thinking Skills	25
Certification Requirements for PLTS	25
Creative thinking.....	25
Independent enquiry	25
Reflective learning.....	26
Team working.....	26
Self management.....	27
Effective participation	27

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: FR02750	Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4-7 <input checked="" type="checkbox"/>
Date this framework is to be reviewed by: 31/07/2015	This framework is for use in: England

Short description

Reliable transport keeps people, goods, services and the economy running smoothly. The industry relies on a steady flow of new entrants and apprentices into the Automotive Retail Sector to help meet this need. Middle managers are needed across the Automotive Retail Sector in sales, after sales, vehicle parts, fleet control, vehicle body and repair workshops and vehicle maintenance and repair workshops. Their job is to recruit and retain skilled staff, increase customer loyalty and to help the business to remain competitive. This framework provides a career path for middle management at level 5.

Contact information

Proposer of this framework

The Institute of the Motor Industry (IMI)

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Revising a framework

Why this framework is being revised

To update the framework to comply with the new SASE guidance dated 6th April 2013.

Summary of changes made to this framework

Removal of the IMIAL Level 5 Diploma in Automotive Management (QCF) (600/0353/4) knowledge qualification from the framework so that compliance with the new SASE requirements on minimum credit values is adhered to. Removal of Functional Skills, Employee Rights and Responsibilities (ERR) and Personal Learning and Thinking Skills (PLTS) requirements from the framework in compliance with the new SASE guidance.

Qualifications removed

- 600/0353/4 - IMIAL Level 5 Diploma in Automotive Management (QCF)

Qualifications added

N/A

Qualifications that have been extended

N/A

Purpose of this framework

Defining Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship must have an Apprenticeship Agreement between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

Profile of the Automotive Retail Industry in England

- The Automotive Retail Industry provides employment for over half a million people in England and is a major contributor to the economy.
- 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 of the workforce at 19%, however only 15% of managers and leaders in the Automotive Retail Sector are qualified at Level 4 or above, so this Higher Apprenticeship at Level 5 it will help to contribute towards meeting the higher level skills needs of the industry.
- Vehicle maintenance and repair businesses account for 55% of employment in the Automotive Retail Sector in England and 88% of those businesses are micro employers, employing less than 10 people.
- 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 main challenges facing the Automotive Retail Industry relate to:

- Skilled trade occupations with Automotive emerging technologies; hybrid & electric

vehicles and Higher level technical skills with current vacancies running into the thousands and over one hundred thousand vacancies forecasted in the future.

- A current as well as future demand for managers and evidence of skills gaps.
- The aging population could limit the pool of young recruits which are needed to replace an aging workforce.
- Customer service skills are a key area and need continually updating and enhancing to exceed customer needs.

This Higher Apprenticeship in Automotive Management and Leadership will help to train and qualify more managers and leaders into the Automotive Retail Industry which will help to address one of the skills gaps and main challenges the Industry faces.

Traditionally, Apprenticeships in the Automotive Retail Industry have previously been at Level 2 and Level 3. With the introduction of this Higher Apprenticeship in Automotive Management and Leadership there is now a clear progression pathway for apprentices in the Automotive Retail Industry at Level 2, Level 3 and Level 4 who wish to progress and move into management.

Now that this Higher Apprenticeship in Automotive Management and Leadership is available it will help to attract, develop and retain skilled staff, tap into the talents of under-represented groups and contribute to the upskilling of the existing workforce at Level 5.

Employer support for this Apprenticeship

The Higher Apprenticeship in Automotive Management and Leadership framework was developed with the assistance and support from a number of employers including Renault, Jaguar Land Rover, Mercedes Benz and Ford.

Specific Job Roles for apprentices

Automotive Management and Leadership apprentices at Level 5 in roles such as Sales Manager, Parts Manager, Service Manager, Aftersales Manager, Body Shop Manager and Fleet Maintenance Manager will have a variety of responsibilities, for example responsibility for a department, recruitment, managing a team of people, ensuring targets are hit, budgets and maximising sales.

Claiming a Higher Apprenticeship Completion Certificate

Apprentices, or training providers/employers acting on the apprentices behalf, can apply for an Apprenticeship completion certificate via the Apprenticeship Certificates England (ACE) online system. The ACE system can be access via: <http://acecerts.co.uk>.

Evidence Required:

- Copy of certificate of achievement of the Level 5 Knowledge qualification (VRQ)
- Copy of certificate of achievement of the Level 5 Competence qualification (VCQ)

Aims and objectives of this framework (England)

The aim of this framework is to attract new people into the Automotive Retail Industry from a wide range of backgrounds to replace those who leave or retire and to upskill the existing workforce in England at Level 5.

Objectives of this framework are to:

1. contribute to increasing the number of existing staff qualified at Level 5
2. attract more applicants from women and other under-represented groups into middle management posts at Levels 5;
3. provide micro businesses, which account for around 85% of businesses in the Automotive Retail Sector, with access to a quality training programme to help their businesses grow;
4. provide opportunities for career progression within the Automotive Retail Industry;
5. provide a pathway to a degree.

Entry conditions for this framework

There are no entry conditions for this Higher Apprenticeship framework; however employers are looking to attract applicants who have a keen interest in Management and Leadership in the Automotive Retail Industry, who have experience of working in a Level 4 first line management role and who have good literacy and numeracy skills, all of which this Higher Apprenticeship will build upon. Applicants will come from a range of routes which may include:

- prior work or work experience;
- a Higher Apprenticeship at Level 4;
- a range of standalone vocational qualifications e.g. Level 4 NVQ/VCQ or VRQ qualifications;
- a range of academic qualifications e.g. GCSE or A-Level qualifications.

This framework in Automotive Management and Leadership would suit someone who is interested in managing and motivating staff, who enjoys devising strategies, managing budgets as well as being responsible for a team of people.

Initial Assessment

Training providers and employers will identify the apprentice's learning and support needs and reflect these in the individual learning plan, rec

Level 5

Title for this framework at level 5

Higher Apprenticeship in Automotive Management and Leadership

Pathways for this framework at level 5

Pathway 1: Automotive Management and Leadership

Level 5, Pathway 1: Automotive Management and Leadership

Description of this pathway

The Higher Apprenticeship in Automotive Management and Leadership (Automotive Management and Leadership) is a minimum of 123 credits in total.

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

None in addition to the general entry conditions.

Job title(s)	Job role(s)
Fleet Maintenance Manager	Take responsibility for co-ordinating the maintenance and servicing of all fleet vehicles. Duties include developing a maintenance and servicing plan to ensure the safety and quality of all fleet vehicles, testing and inspecting vehicles to ensure they meet required standards and keeping records.
Sales Manager	Take responsibility for a team of sales people, set sales targets for the team, monitor and encourage the team to hit sales targets, devise strategies to maximise sales, set up incentive schemes to maximise sales, analyse sales figures and compile customer feedback for market research purposes.
Parts Manager	Take responsibility for running a parts department, manage a team of parts advisors, devise strategies to maximise sales, oversee annual budgets, analyse sales figures, costs and stock on a monthly basis to ensure budget benchmarks are met.
Service Manager	Take responsibility for the efficient running of a maintenance and repair workshop, manage a team, delegate workload, and maintain workshop productivity. Advise customers on technical problems, gain authorisation from customers to carry out additional work and deal with customer complaints.
Aftersales Manager	Take responsibility for an aftersales department ensuring that it delivers a high level of customer service, build strong customer relationships to ensure long term business, manage complaints, review monthly sales performance, plan marketing campaigns, support team members to achieve goals.
Body Shop Manager	Take responsibility for the efficient running of a body shop workshop, manage a team, delegate workload, and maintain workshop productivity. Advise customers on the extent of damage, gain authorisation from customers to carry out work and deal with customer complaints.

Qualifications

Competence qualifications available to this pathway

C1 - Level 5 Diploma in Automotive Management Competence for Middle Managers					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/2994/8	IMIAL	43	214	N/A
C1b	600/5604/6	Pearson Education	43	214	N/A

Knowledge qualifications available to this pathway

K1 - BTEC Level 5 Diploma in Automotive Management and Leadership					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/5607/1	Pearson Education	80	360	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

Relationship between competence and knowledge qualifications

The Level 5 Diploma in Automotive Management Competence for Middle Managers

(competence qualification) must be taken in conjunction with the BTEC Level 5 Diploma in Automotive Management and Leadership (knowledge qualification) in order for the apprentice to learn the skills needed and become occupationally competent.

Apprentices who have already achieved competence and/or knowledge qualifications before entry to the Apprenticeship must select options which will equip Apprentices with new skills and learning.

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:

Click here to enter text.

Progression routes into and from this pathway

PROGRESSION INTO THIS HIGHER APPRENTICESHIP (LEVEL 5)

- A Level 4 Higher Apprenticeship in Vehicle Maintenance and Repair.
- Relevant work experience in Vehicle Maintenance and Repair, Vehicle Body and Paint, Vehicle Sales or Vehicle Parts at Level 4.
- A range of Level 4 vocational or academic qualification(s).

Apprentices will undergo an initial assessment to identify prior learning and experience which may count towards the achievement of this Apprenticeship.

PROGRESSION FROM THIS APPRENTICESHIP (LEVEL 5)

- A range of Management and other Professional Qualifications at level 6 and above.
- Higher education to undertake management, business or other qualifications, including Degrees or Masters in Management & Leadership, Business and Business Management.
- Further employment opportunities within their current job role/alternative job roles.
- Specialised qualifications providing additional technical knowledge.

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

N/A

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 and male with 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 2010/11 showed the following :

- 2% female.
- 98% Male.
- 93% White British.
- 12% Learning Difficulty.
- 11% Learning Disability.
- 14% come from the least deprived areas in England, which leaves 86% of Apprenticeship starts from areas with an index of multiple deprivation of between 20% and 80%.

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:

- Training programmes for 14-16 year olds in the Automotive Retail Industry, which has been raising awareness in schools.
- The family of Headlight products, which are free resources for teachers and students at Key Stage 3-4 centred around Business Studies, Mathematics and Literacy with the Automotive Industry as the exciting backdrop.
- Autocity - Careers website for the Automotive Industry, which includes non stereotypical images of jobs in the sector.
- HUBcap, the HUB for Careers and Academic Professionals to Provide a Well Rounded Solution to Motor Industry Careers Practitioners.
- 1st Gear, which is an online community designed to engage 13-16 year olds with the Automotive Retail Industry.

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 an average of two hours mentoring a week is included.

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:

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

The IMI monitors take up and achievement of all Apprenticeships through a range of mechanisms such as employer focus groups, steering groups as and when necessary and research tools such as benchmarking reports. The IMI will 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

GLH does not apply to Higher Apprenticeship frameworks.

Minimum off-the-job guided learning hours

N/A

How this requirement will be met

N/A

Minimum on-the-job guided learning hours

N/A

How this requirement will be met

N/A

Click here to enter text.

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.

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

N/A

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