

apprenticeship FRAMEWORK

Vehicle Restoration (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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Issued By:
Institute of the Motor Industry

Apprenticeship Certificates
England

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Vehicle Restoration (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: 1	This framework includes:
Framework ID: FR02525	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: 31/05/2016	This framework is for use in: England

Short description

This new Apprenticeship framework has been introduced to encourage new life into the Vehicle Restoration industry following demand from employers. This is due to the need to replace its ageing workforce as well as the need to bring in new employees because of growth within the industry. The Apprenticeship framework will train Intermediate Level apprentices (Level 2) into the role of a Vehicle Restoration Technician and Advanced Level apprentices (Level 3) into the role of a Vehicle Restoration Specialist Technician.

Contact information

Proposer of this framework

This Apprenticeship framework has been developed by the Federation of British Historic Vehicle Clubs (FBHVC) in partnership with Bicester Heritage, MG Car Club and Bill McGrath, for use within the Vehicle Restoration Maintenance & Repair Sector.

A Vehicle Restoration Apprenticeship Development Steering Group was set up to help guide the developer throughout the Apprenticeship framework development process. Organisations that were part of the Steering Group are listed below:

- Classic Motor Cars Ltd
- South Thames College
- Omicron Engineering Ltd
- Eco Express
- Classic Monthly Magazine
- Bicester Heritage
- Summit Motors
- Newcastle College
- The Federation of British Historic Vehicle Clubs (FBHVC)

In addition to the Steering Group, a number of employers from the Vehicle Restoration industry were consulted with electronically in order to gain wider feedback.

Developer of this framework

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Issuing Authority's contact details

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Purpose of this framework

Summary of the purpose of the 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 practise 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.

Employer Support for this Apprenticeship

This Apprenticeship framework has been developed by the Federation of British Historic Vehicle Clubs (FBHVC) in partnership with Bicester Heritage, MG Car Club and Bill McGrath, for use within the Vehicle Restoration Maintenance & Repair Sector.

A research report commissioned by the FBHVC and conducted by University of Brighton in 2011 shows that there are 3,800 businesses employing 22,000 people who earn some or all of their living serving the historic vehicle movement and in total the industry itself generates a whopping £4.3 billion a year in the UK. Out of the 22,000 people earning some or all of their living from the industry 12,040 people (43%) are 45 years old or more meaning that a large number of the workforce will be retiring or coming up for retirement in the next 20 years. 380 employers were surveyed as part of the research report and 41% of those employers said that they expect to recruit new staff within the next five years. This means that there is an urgent call to bring new life into the sector or it is at risk of phasing out. Not only does the industry have an ageing workforce, but demand for maintenance and repair of the vehicles is increasing. Research shows that the number of people earning some or all of their living from

the industry has increased by 1,000 since 2006 and is on the up. Of the 41% of employers who said they expect to recruit new staff within the next five years 53% of those employers cited that the reason for this was anticipated growth. In total it is estimated that 7,000 new jobs will be required across the industry in the next five years. This means that there is even more demand to bring new life into the industry.

Following the initial research report the FBHVC conducted a second research report themselves into the demand for training in order to bring new life into the sector. 98 classic vehicle restoration employers were surveyed as part of the research report and out of the 98 employers, 92 employers agreed that there was a definite need to create a training programme to bring new life into the industry. Following analysis of the research, it became clear to the FBHVC, that from what employers had said, the most effective way of training new employees into the sector and the most desired route by employers was an Apprenticeship. It is estimated that current demand from employers is 182 apprentices required every year for the next 5 years.

Specific job roles for apprentices

Intermediate Level apprentices (Level 2) will train as Vehicle Restoration Technicians; maintaining, repairing and restoring historic and classic light vehicles and motorcycles. Advanced Level apprentices (Level 3) will train as Vehicle Restoration Specialist Technicians; specialising in specific areas of maintenance, repair and restoration of historic and classic light vehicles and motorcycles.

Aims and objectives of this framework (England)

The aim of this framework is to bring new life into the Vehicle Restoration industry to replace those who will be retiring and to fill the demand following growth within the industry.

Objectives of this framework are to:

1. Provide businesses in the vehicle restoration industry with access to a quality training programme to help bring new life into the industry and to help businesses to grow.
2. Contribute to increasing the number of existing staff qualified to Level 2 (Technician) and Level 3 (Specialist Technician).
3. Attract more applicants from women and other under-represented groups into vehicle restoration posts at Levels 2 and 3.
4. Develop problem solving, communication, team working, literacy, numeracy and ICT skills, which are a priority for the wider Automotive Retail Industry.
5. Provide opportunities for career progression within vehicle restoration and into management in the wider Automotive Retail Industry.
6. After further development and training, provide access to further and higher education for those who choose to do so

Entry conditions for this framework

Apprenticeships are seen as a vital route to attract a greater diversity of individuals into the industry. Therefore, entry conditions to this framework have been made extremely flexible.

Most employers are interested in applicants who can demonstrate:

- a positive, 'can do' attitude, a willingness to work hard, a commitment to learning, and the ability to be flexible.
- good communication skills on which this Apprenticeship will build.
- an understanding of numeracy, literacy and ICT on which this Apprenticeship will build.
- an understanding and an awareness of the significant value (monetary and historical) of the vehicle that will be worked on.
- an understanding of the importance to the business of providing excellent customer service at all times.
- a keen interest in the Vehicle Restoration sector.

This framework will require good manual dexterity and physical fitness.

Applicants may have a range of differing experiences, achievements and/or qualifications.

Examples of entry requirements that employers may look for may include:

- 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 Functional Skills or equivalent.
- A range of vocational or academic qualification(s).
- Automotive Related Traineeship.
- A keen interest in the Vehicle Restoration sector that can be demonstrated.

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. This process will identify prior qualifications and experience, which may count towards achievement of the framework. Where this is the case, apprentices will be encouraged to undertake new learning at a higher level and develop new skills.

Level 2

Title for this framework at level 2

Intermediate Level Apprenticeship in Vehicle Restoration

Pathways for this framework at level 2

Pathway 1: Vehicle Restoration

Level 2, Pathway 1: Vehicle Restoration

Description of this pathway

Framework Title: Intermediate Apprenticeship in Vehicle Restoration (Pathway Title: Vehicle Restoration)

Total minimum credit value for this pathway = 134 credits.

Please see below for the breakdown of how the total minimum credit value has been calculated:

- Competence Qualification = 66 credits
- Knowledge Qualification = 51 credits
- Functional Skills Qualifications in English, Maths and ICT = 15 credits (5 credits each)
- Employee Rights and Responsibilities (ERR) Qualification = 2 credits

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)
Vehicle Restoration Technician	Carry out maintenance and inspections including servicing, repairing and replacing faulty parts on classic and historic vehicles, suitable for use on today's roads, while preserving for future use. Using traditional and modern process skills covering mechanical, electrical, body, paint and trim.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Diploma in Classic Vehicle Restoration Competence (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/3427/6	IMI Awards	66	564	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Diploma in Classic Vehicle Restoration Principles (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/3426/4	IMI Awards	51	432	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The Level 2 Diploma in Classic Vehicle Restoration Competence must be taken in conjunction with the Level 2 Diploma in Classic Vehicle Restoration Principles in order for a Vehicle Restoration Technician to learn the skills needed and become occupationally competent.

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)	C	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 is included as mandatory for this pathway.

Progression routes into and from this pathway

PROGRESSION INTO THIS INTERMEDIATE LEVEL APPRENTICESHIP (LEVEL 2):

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 Functional Skills or equivalent.
- A range of vocational and academic qualification(s).
- Automotive Related Traineeship
- A keen interest in the Vehicle Restoration sector that can be demonstrated.

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

PROGRESSION FROM THIS INTERMEDIATE LEVEL APPRENTICESHIP (LEVEL 2):

Jobs:

- On completion of this Intermediate Level Apprenticeship (Level 2), apprentices will be competent to work as a Vehicle Restoration Technician.

Apprenticeships:

- Advanced Level Apprenticeship (Level 3) in Vehicle Restoration.

Further Education:

- Level 3 Diploma in Classic Vehicle Restoration Principles (QCF).
- Level 3 Diploma in Motorcycle Maintenance and Repair Principles (QCF).

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.

The nine outcomes for ERR will be covered through achievement of ONE of the following ERR qualifications:

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 (QCF)

Qualification Reference Number: 600/1308/4

Guided Learning Hours (GLH): 8

Credit Value: 2

OR

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

Qualification Reference Number: 600/3713/1

Guided Learning Hours (GLH): 8

Credit Value: 2

OR

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

Qualification Reference Number: 601/2952/9

Guided Learning Hours (GLH): 8

Credit Value: 2

Recording

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

... Vehicle Restoration (England)
..... level 2
..... Pathway 1

This workbook must be used as the primary source of evidence for the ERR qualification.

Should another form of evidence of completion be used, it will be the responsibility of the 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.theimi.org.uk/sites/default/files/documents/168799.doc

Evidence

Evidence of achievement of ERR will be via a tick box declaration from the Training Provider on the Apprenticeship Certificates England (ACE) web portal, www.acecerts.co.uk, when claiming the Apprenticeship Completion Certificate. A copy of the certificate of achievement of the ERR Award must be kept as evidence in case requested.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Vehicle Restoration

Pathways for this framework at level 3

Pathway 1: Vehicle Restoration

Level 3, Pathway 1: Vehicle Restoration

Description of this pathway

Framework Title: Advanced Level Apprenticeship in Vehicle Restoration (Pathway Title: Vehicle Restoration)

Total minimum credit value for this pathway = 155 credits.

Please see below for the breakdown of how the total minimum credit value has been calculated:

- Competence Qualification = 70 credits
- Knowledge Qualification = 68 credits
- Functional Skills Qualifications in English, Maths and ICT = 15 credits (5 credits each)
- Employee Rights and Responsibilities (ERR) Qualification = 2 credits

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

No specific entry requirements in addition to the general entry requirements that have already been set out.

Job title(s)	Job role(s)
Vehicle Restoration Specialist Technician	Carry out maintenance and inspections on classic and historic vehicles, suitable for use on today's roads, while preserving for future use. Specialising in processes and techniques of specific vehicle areas and complex assembly. Recording aspects providing ongoing history of the vehicle.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Diploma in Classic Vehicle Restoration Competence (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	601/3429/X	IMI Awards	70	596	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Diploma in Classic Vehicle Restoration Principles (QCF)					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	601/3428/8	IMI Awards	68	576	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

The Level 3 Diploma in Classic Vehicle Restoration Competence must be taken in conjunction with the Level 3 Diploma in Classic Vehicle Restoration Principles in order for a Vehicle Restoration Specialist Technician to learn the skills needed and become occupationally competent.

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 is included as mandatory for this pathway.

Progression routes into and from this pathway

PROGRESSION INTO THIS ADVANCED LEVEL APPRENTICESHIP (LEVEL 3):

This can be from a wide range of routes including:

- Intermediate Level Apprenticeship (Level 2) in Vehicle Restoration.
- Intermediate Level Apprenticeship (Level 2) in Vehicle Maintenance & Repair - Motorcycle.
- Work or work experience within an automotive environment.
- Training and/or experience which could include a portfolio showing what they have done.
- Any of the Functional Skills or equivalent.
- A range of 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 ADVANCED LEVEL APPRENTICESHIP (LEVEL 3):

Jobs:

- On completion of this Advanced Level Apprenticeship (Level 3), apprentices will be competent to work as a Vehicle Restoration Specialist Technician.

Apprenticeships:

- Following further training, apprentices can progress on to a Higher Level Apprenticeship (Level 4) in Vehicle Maintenance and Repair
- Following further training, apprentices can progress on to a Higher Level Apprenticeship (Level 5) in Automotive Management and Leadership.

Further and Higher Education:

- After further training and development, onto a Foundation degree for example, in Automotive Engineering or Automotive Technology.
- Onto Higher Education (HE) programmes such as MEng and BEng programmes in Automotive.
- IMIAL Level 5 Diploma in Automotive Management (QCF).
- Pearson EDEXCEL BTEC Level 5 Diploma in Automotive Management and Leadership (QCF).

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

UCAS points for this pathway: *(no information)*

Employee rights and responsibilities

Delivery and Assessment

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

The nine outcomes for ERR will be covered through achievement of ONE of the following ERR qualifications:

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 (QCF)

Qualification Reference Number: 600/1308/4

Guided Learning Hours (GLH): 8

Credit Value: 2

OR

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

Qualification Reference Number: 600/3713/1

Guided Learning Hours (GLH): 8

Credit Value: 2

OR

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

Qualification Reference Number: 601/2952/9

Guided Learning Hours (GLH): 8

Credit Value: 2

Recording

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

This workbook must be used as the primary source of evidence for the ERR qualification.

Should another form of evidence of completion be used, it will be the responsibility of the 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.theimi.org.uk/sites/default/files/documents/168799.doc

Evidence

Evidence of achievement of ERR will be via a tick box declaration from the Training Provider on the Apprenticeship Certificates England (ACE) web portal, www.acecerts.co.uk, when claiming the Apprenticeship Completion Certificate. A copy of the certificate of achievement of the ERR Award must be kept as evidence in case requested.

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. The average age of the workforce is 40 years and 18% are aged between 16 and 24 (in the UK).

A breakdown of data for Apprenticeship starts at Levels 2 and 3 in the Automotive Retail Industry for 2011/12 showed the following:

- 98% Male;
- 2% female;
- 91% White British;
- 11% Learning Difficulty or 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. Research shows that the Automotive Retail Industry has an ageing workforce. Therefore it is important to make sure that we try to overcome recruitment barriers to encourage a younger generation to join an exciting industry in replacement of those individuals who retire.

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 1 hour mentoring per week is included for each apprentice.

Training Providers and employers involved in this Apprenticeship must 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:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and Belief
- Sexual orientation

Download the guidance on the Equality Act here:

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

On and off the job guided learning (England)

Total GLH for each pathway

LEVEL 2

Pathway 1: Vehicle Restoration

1. Minimum recommended duration: 24 months;
2. Total on and off the job minimum GLH: 1295 GLH, 648 GLH in the first 12 months and 647 GLH in the second 12 months;
3. Breakdown of on and off the job GLH as follows:
 - Competence Qualification: 564 GLH
 - Knowledge Qualification: 432 GLH
 - Functional Skills Qualifications in Maths, English and ICT: 135 GLH (45 GLH each)
 - Personal Learning and Thinking Skills (PLTS): 52 GLH
 - Employee Rights and Responsibilities (ERR): 8 GLH
 - Mentoring: 104 GLH (Based on 1 hour a week)

LEVEL 3

Pathway 1: Vehicle Restoration

1. Minimum recommended duration: 18 months;
2. Total on and off the job minimum GLH: 1432 GLH as follows: 955 GLH in the first 12 months and 477 GLH in the second 6 months;
3. Breakdown of on and off the job GLH as follows:
 - Competence Qualification: 596 GLH
 - Knowledge Qualification: 576 GLH
 - Functional Skills Qualifications in Maths, English and ICT: 135 GLH (45 GLH each)
 - Personal Learning and Thinking Skills (PLTS): 39 GLH
 - Employee Rights and Responsibilities (ERR): 8 GLH
 - Mentoring: 78 GLH (Based on 1 hour a week)

General statement about Guided Learning Hours (GLH)

GLH must:

- be planned, reviewed and evaluated jointly between the apprentice and 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; guided study; (refer to “how this requirement will be met” in the off the job and on the job GLH sections);
- be completed in relation to accredited components of the framework.

GLH achieved prior to the Apprenticeship training may count towards the GLH requirement for the framework. Where an apprentice completes an Apprenticeship part way through the final 12 month period (which is after the first 12 months), an apprentice must receive a proportion of the minimum of 280 GLH which is at least equal to the proportion of the final 12 month period spent on the Apprenticeship.

Recommendations about the minimum duration, minimum hours of employment and new skills and learning:

- GLH are delivered during contracted working hours;
- the minimum hours of employment for an apprentice should be at least 30 hours per week. By exception, where the individual’s circumstances or the particular nature of employment in a given sector makes this impossible, then an absolute minimum of 16 hours must be met. In such cases the duration of the Apprenticeship should be extended;
- where an apprentice has prior learning accredited, the programme must include new skills and learning;
- where an apprentice does not have level 2 Functional Skills in Maths and English, they are given the opportunity to progress towards this.

All apprentices aged 16 to 18 registered on an Apprenticeship framework from August 2012 must complete in no less than 12 months as a minimum in order to stretch the candidate. This rule also applies to apprentices aged 19 and over unless relevant prior learning is recorded. Where this is the case, apprentices aged 19 and over registered on an Apprenticeship framework must complete in no less than 6 months as a minimum and must include new skills and new learning in order to stretch the candidate.

Minimum off-the-job guided learning hours

LEVEL 2

Pathway 1: Vehicle Restoration

1. Minimum recommended duration: 24 months;
2. Total off the job minimum GLH: 679 GLH, 340 GLH in the first 12 months and 339 GLH in the second 12 months;

3. Breakdown of off the job GLH as follows:

- Knowledge Qualification: 432 GLH
- Functional Skills Qualifications in Maths, English and ICT: 135 GLH
- Employee Rights and Responsibilities (ERR): 8 GLH
- Mentoring: 104 GLH (Based on 1 hour a week)

LEVEL 3

Pathway 1: Vehicle Restoration

1. Minimum recommended duration: 18 months;
2. Total off the job minimum GLH: 797 GLH, 531 GLH in the first 12 months and 266 GLH in the second 6 months;
3. Breakdown of off the job GLH as follows:
 - Knowledge Qualification: 576 GLH
 - Functional Skills Qualifications in Maths, English and ICT: 135 GLH
 - Employee Rights and Responsibilities (ERR): 8 GLH
 - Mentoring: 78 GLH (Based on 1 hour a week)

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; guided study;
- off the job GLH is typically delivered through day release;
- include a mentoring record or diary kept by the apprentice (not required at certification); mentoring often increases the chances of apprentices completing the programme, therefore, as a guide, it is recommended that apprentices receive an average of one hour a week mentoring, although some apprentices will need more than this at the beginning and this will decrease as they progress.

Evidence for off-the-job GLH:

LEVEL 2

- A copy of the certificate of achievement of the Level 2 Knowledge Qualification.
- A copy of the certificate of achievement of Level 1 Functional Skills in English, Maths and ICT or equivalent.
- Tick box declaration from Training Provider on Apprenticeship Certificates England (ACE) web portal, www.acecerts.co.uk, when claiming Apprenticeship completion certificate stating that the apprentice has completed one of the Level 2 Employee Rights and Responsibilities (ERR) qualifications.
- A declaration that the apprentice has completed the off the job GLH requirement of the framework.

LEVEL 3

- A copy of the certificate of achievement of the Level 3 Knowledge Qualification.
- A copy of the certificate of achievement of Level 2 Functional Skills in English, Maths and ICT or equivalent.
- Tick box declaration from Training Provider on Apprenticeship Certificates England (ACE) web portal, www.acecerts.co.uk, when claiming Apprenticeship Completion Certificate stating that the apprentice has completed one of the Level 2 Employee Rights and Responsibilities (ERR) qualifications.
- A declaration that the apprentice has completed the off the job GLH requirement of the framework.

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. This system states the evidence requirements, including the necessary declarations and can be accessed via: <http://acecerts.co.uk>.

Minimum on-the-job guided learning hours

LEVEL 2

Pathway 1: Vehicle Restoration

1. Minimum recommended duration: 24 months;
2. Total on the job minimum GLH: 616 GLH, 308 GLH for the first 12 months and 308 GLH for the second 12 months;
3. Breakdown of on the job GLH as follows:
 - Competence Qualification: 564 GLH
 - Personal Learning and Thinking Skills (PLTS): 52 GLH

LEVEL 3

Pathway 1: Vehicle Restoration

1. Minimum recommended duration: 18 months;
2. Total on the job minimum GLH: 635 GLH, 423 GLH in the first 12 months and 212 GLH in the second 6 months;
3. Breakdown of on the job GLH as follows:
 - Competence Qualification: 596 GLH
 - Personal Learning and Thinking Skills (PLTS): 39 GLH

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;
- should 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;
- should 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; guided study;
- include a coaching and mentoring record, log or diary - not required at certification;
- include PLTS learning and recorded using a log book or diary – not required at certification.

Evidence for on-the-Job GLH:

LEVEL 2

- A copy of the certificate of achievement of the Level 2 Competency Qualification.
- A declaration that PLTS have been achieved.

LEVEL 3

- A copy of the certificate of achievement of the Level 3 Competency Qualification.
- A declaration that PLTS have been achieved.

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. This system states the evidence requirements, including the necessary declarations and can be accessed via: <http://acecerts.co.uk>.

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

Evidencing and recognition of each PLTS

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 practising these skills.

All six PLTS are embedded within all competence and knowledge units. For more information on PLTS and to view the mapping document please click on the following link:

www.fbhvc.co.uk/trade-and-skills/apprenticeship

Each of the PLTS is cross-referenced within the unit's assessment documentation and also cross-referenced to the mandatory unit's (as a minimum) documentary evidence. The assessors will take a holistic approach to assessment of all PLTS and they will document this on the evidence sheet which is signed off by the apprentice and the assessor.

The FBHVC 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.fbhvc.co.uk/trade-and-skills/apprenticeship

This process will therefore mean that:

- all areas of each of the PLTS are met with the achievement of the competence and knowledge qualification which is required to be completed as part of this Apprenticeship;
- the evidence that each PLTS has been achieved will be the certificate for the competence and knowledge qualification(s) along with a declaration from the training provider stating that PLTS has been delivered in accordance to the framework requirements.

Please see each individual PLTS below for further information.

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