apprenticeship
FRAMEWORK

# Multi-skilled Vehicle Collision Repair (England)

## Latest framework version?

Please use this link to see if this is the latest issued version of this framework:
afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR02283

Issue date: 04 July 2013

Issued by
Institute of the Motor Industry

apprenticeship
FRAMEWORKS ONLINE
www.afo.sscalliance.org

Document status:
**Issued**

Apprenticeships

# Multi-skilled Vehicle Collision Repair (England)

## Contents


Framework summary 3
Framework information 4
Contact information 5
Revising a framework 6
Purpose of the framework 7
Entry conditions 9
Level 2: Multi-skilled Auto Repair 10
Pathway 1: Multi-skilled Auto Repair 11
Level 3: Multi-skilled Auto Repair 22
Pathway 1: Multi-skilled Auto Repair 23
Equality and diversity 34
On and off the job guided learning 36
Personal learning and thinking skills 41
Additional employer requirements 44

# Framework summary

## Multi-skilled Vehicle Collision Repair

### Multi-skilled Auto Repair

This framework includes information on Personal Learning and Thinking Skills

#### Pathways for this framework at level 2 include:

**Pathway 1: Multi-skilled Auto Repair**

**Competence qualifications available to this pathway:**

N/A

**Knowledge qualifications available to this pathway:**

N/A

**Combined qualifications available to this pathway:**

B1 - Level 2 Diploma in Multi-Skilled Vehicle Collision Repair (QCF)

**This pathway also contains information on:**

- Employee rights and responsibilities
- Functional skills

## Multi-skilled Vehicle Collision Repair

### Multi-skilled Auto Repair

This framework includes information on Personal Learning and Thinking Skills

#### Pathways for this framework at level 3 include:

**Pathway 1: Multi-skilled Auto Repair**

**Competence qualifications available to this pathway:**

N/A

**Knowledge qualifications available to this pathway:**

N/A

**Combined qualifications available to this pathway:**

B1 - Level 3 Diploma in Multi-Skilled Vehicle Collision Repair (QCF)

**This pathway also contains information on:**

- Employee rights and responsibilities
- Functional skills

# 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).

| | |
|---|---|
| Issue number: 2 | **This framework includes:** |
| Framework ID: FR02283 | Level 2<br>Level 3 |
| Date this framework is to be reviewed by: 01/07/2016 | This framework is for use in: **England** |

## Short description

This new Apprenticeship framework has been introduced to help the effectiveness of the vehicle body and paint sector. Businesses are looking to train individuals into 'Multi-skilled' roles, meaning that the business will have employees who are able to work in all three areas: mechanical, electrical & trim (MET), body repair and body paint instead of just one. The Apprenticeship framework will train Intermediate Level apprentices (Level 2) into the role of a Multi-Skilled Auto Repair Technician and Advanced Level apprentices (Level3) into the role of Senior Multi-Skilled Auto Repair Technicians.

# Contact information

## Proposer of this framework

This Apprenticeship framework is being developed as part of an Employer Ownership of Skills Fund project led by Fix Auto (employer) with the assistance of Barking and Dagenham College.

## Developer of this framework


| | |
|---|---|
| Name: | Janet Bywater |
| Organisation: | Barking and Dagenham College |
| Organisation type: | Training Provider |
| Job title: | Head of Business Innovation & Enterprise |
| Phone: | 02080 903 020 |
| Email: | Janet.Bywater@bdc.ac.uk |
| Postal address: | Barking and Dagenham College, Room K2, Dagenham Road, Romford, RM7 0XU. |
| Website: | www.bdc.ac.uk |


## Issuing Authority's contact details


| | |
|---|---|
| Issued by: | Institute of the Motor Industry |
| Issuer contact name: | James Stockdale |
| Issuer phone: | 01992 511 521 |
| Issuer email: | jamess@motor.org.uk |

# Revising a framework

## Contact details


| | |
|---|---|
| Who is making this revision: | Janet Bywater |
| Your organisation: | Barking & Dagenham College |
| Your email address: | Janet.Bywater@bdc.ac.uk |


## Why this framework is being revised

To remove reference to Key Skills as all new Apprentices will need to be enrolled on Functional Skills moving forwards.

To update the ERR evidence section with the ACE (Apprenticeship Certificates England) Online web address for reference.

## Summary of changes made to this framework

- Remove reference to Key Skills.
- Update ERR evidence section with the ACE (Apprenticeship Certificates England) Online web address.

## Qualifications removed

None.

## Qualifications added

None.

## Qualifications that have been extended

None.

# 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 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.

This new Apprenticeship framework has been introduced to help improve the effectiveness of the vehicle body and paint sector. Traditionally vehicle body and paint businesses employ individuals in narrow functional roles and each employee would train to specialise in one of these roles for example: mechanical, electrical & trim (MET), body repair and body paint. For some businesses this restricts the flexibility that they now require and limits effective use of their resources. Businesses are looking to train individuals into 'Multi-skilled' roles, meaning that the business will have employees who are able to work in all three areas: mechanical, electrical & trim (MET), body repair and body paint instead of just one.

### Employer Support for this Apprenticeship

This Apprenticeship framework has been developed as part of an Employer Ownership of Skills Fund project lead by Fix Auto (employer) with the assistance of Barking and Dagenham College. A survey of approximately 520 delegates at a recent national meeting of collision repairers and suppliers provided full support for the introduction of the multi-skilled approach and supporting Apprenticeship. It is anticipated that approximately 75 apprentices will start on the first intake for the Apprenticeship.

### Specific job roles for apprentices

Intermediate Level apprentices (Level 2) will train as Multi-Skilled Auto Repair Technicians repairing the damage and restoring body and paintwork on a range of light and heavy vehicles. Advanced Level apprentices (Level 3) will train as Senior Multi-Skilled Auto Repair Technicians repairing the damage and restoring body and paintwork on a range of light and heavy vehicles.

## Aims and objectives of this framework (England)

The aim of this framework is to try a new way of training individuals for vehicle body and paint businesses.

Objectives of this framework are to:

1. provide businesses in the vehicle body and paint sector, with access to a quality training programme to help their businesses grow and prosper;
2. contribute to increasing the number of existing staff qualified to Technician and Senior Technician Level;
3. attract more applicants from women and other under-represented groups into vehicle body and paint posts at Levels 2 and 3;
4. develop problem solving, communication, team working, literacy, numeracy and ICT skills which are a priority for the Automotive Retail Industry;
5. provide opportunities for career progression within vehicle body and paint 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 especially interested in applicants who can demonstrate:

- a positive, "can do" attitude, a willingness to work hard, 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 of the importance to the business of providing excellent customer service at all times.
- Automotive Related Traineeship

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).

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

# Multi-skilled Auto Repair

## Pathways for this framework at level 2

| | |
|---|---|
| Pathway 1: | Multi-skilled Auto Repair |

# Level 2, Pathway 1: Multi-skilled Auto Repair

## Description of this pathway

Framework Title Multi-skilled Vehicle Collision Repair (Pathway Title Multi-skilled Auto Repair)

Total minimum credit value for this pathway = 115 credits.

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

- Competence element of the Combined Qualification = 39 credits
- Knowledge element of the Combined Qualification = 59 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 the general entry requirements that have already been set out.

| Job title(s) | Job role(s) |
| --- | --- |
| Multi-skilled Auto Repair Technician | Identify and remove mechanical, electrical and trim components. Assess the level of damage and repair/replace panels as appropriate. Prepare and paint the required areas of the vehicle to manufacturers' specification and rebuild. Ensure the vehicle has been reinstated to its pre accident condition. |

# Qualifications

## Competence qualifications available to this pathway

N/A

## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

| B1 - Level 2 Diploma in Multi-Skilled Vehicle Collision Repair (QCF) | | | | | |
|---|---|---|---|---|---|
| **No.** | **Ref no.** | **Awarding organisation** | **Credit value** | **Guided learning hours** | **UCAS points value** |
| B1a | 600/9743/7 | IMIAL | 98 | 896 | N/A |

## Relationship between competence and knowledge qualifications

The above Combined Qualification contains units that are a mixture of competence and knowledge elements. Below is a breakdown of the split between competence and knowledge elements for each unit:

- Unit Reference Number: AR01 = 65 GLH in total (Competence: 30 GLH + Knowledge: 35 GLH)
- Unit Reference Number: AR02 = 40 GLH in total (Competence: 13 GLH + Knowledge: 27 GLH)
- Unit Reference Number: AR03 = 50 GLH in total (Competence: 15 GLH + Knowledge: 35 GLH)
- Unit Reference Number: AR04 = 30 GLH in total (Competence: 1 GLH + Knowledge: 29 GLH)
- Unit Reference Number: AR05 = 60 GLH in total (Competence: 25 GLH + Knowledge: 35 GLH)
- Unit Reference Number: AR06 = 40 GLH in total (Competence: 15 GLH + Knowledge: 25 GLH)
- Unit Reference Number: AR07 = 65 GLH in total (Competence: 30 GLH + Knowledge: 35 GLH)
- Unit Reference Number: AR08 = 65 GLH in total (Competence: 30 GLH + Knowledge: 35 GLH)
- Unit Reference Number: AR09 = 30 GLH in total (Competence: 11 GLH + Knowledge: 19 GLH)
- Unit Reference Number: EP3 = 16 GLH in total (Competence: 8 GLH + Knowledge: 8 GLH)
- Unit Reference Number: AR10 = 60 GLH in total (Competence: 25 GLH + Knowledge: 35 GLH)
- Unit Reference Number: AR11 = 45 GLH in total (Competence: 17 GLH + Knowledge: 28 GLH)
- Unit Reference Number: AR12 = 90 GLH in total (Competence: 45 GLH + Knowledge: 45 GLH)

- Unit Reference Number: AR13 = 30 GLH in total (Competence: 11 GLH + Knowledge: 19 GLH)
- Unit Reference Number: AR14 = 30 GLH in total (Competence: 11 GLH + Knowledge: 19 GLH)
- Unit Reference Number: AR15 = 65 GLH in total (Competence: 31 GLH + Knowledge: 34 GLH)
- Unit Reference Number: AR16 = 65 GLH in total (Competence: 31 GLH + Knowledge: 34 GLH)
- Unit Reference Number: AR17 = 50 GLH in total (Competence: 26 GLH + Knowledge: 24 GLH)

**Total Competence GLH = 375**

**Total Knowledge GLH = 521**

# Transferable skills (England)

## Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical 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 these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

| English | Minimum level or grade | Credit value |
|---|---|---|
| Functional Skills qualification in English | 1 | 5 |
| GCSE qualification in English (with enhanced functional content) | E | 5 |
| Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...* | 1 | 5 |
| GCSE Qualification in English* | C | N/A |
| A' Level or AS Level qualification in English Language* | E | N/A |
| A' Level or AS Level qualification in English Literature* | E | N/A |
| A' Level or AS Level qualification in English Language and Literature* | E | N/A |
| GCSE or O' Level qualification in English Language** | A | N/A |
| A' Level or AS Level qualification in English Language** | A | N/A |
| A' Level or AS Level qualification in English Literature** | A | N/A |
| A' Level or AS Level qualification in English Language and Literature** | 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.*

| Mathematics | Minimum level or grade | Credit value |
|---|---|---|
| Functional Skills qualification in Mathematics | 1 | 5 |
| GCSE qualification (with enhanced functional content) in Mathematics | E | 5 |
| Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... * | 1 | 5 |
| GCSE qualification in Mathematics* | C | N/A |
| A' level or AS Level qualification in Mathematics* | E | N/A |
| A' Level or AS Level qualification in Pure Mathematics* | E | N/A |
| A'Level or AS Level qualification in Further Mathematics* | E | N/A |
| GCSE or O'Level qualification in Mathematics** | A | N/A |
| A' Level or AS Level qualification in Mathematics** | A | N/A |
| A' Level or AS Level qualification in Pure Mathematics** | A | N/A |
| A' Level or AS Level qualification in Further Mathematics** | 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.*

## 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 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

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 Multi-Skilled Auto Repair Technician.
- Following further training and development, apprentices can progress to a range of jobs such as a Senior Mechanical & Electrical Trim Technician, Senior Body Building Technician, Senior Panel Technician, Senior Paint Technician, Body Shop Adviser or Service Adviser.

Apprenticeships:

- Advanced Level Apprenticeship (Level 3) in Multi-skilled Vehicle Collision Repair.
- Advanced Level Apprenticeship (Level 3) in Vehicle Body and Paint, specialising in one of the following areas: Mechanical Electrical and Trim (MET), Body Building, Body Repair, Body Refinishing or Vehicle Damage Assessment.

Further Education:

- Level 3 Diploma in Accident Repair Vehicle Mechanical, Electrical and Trim (MET) Principles (QCF).
- Level 3 Diploma in Body Building Principles (QCF).
- Level 3 Diploma in Vehicle Accident Repair Body Principles (QCF).
- Level 3 Diploma in Vehicle Accident Repair Paint Principles (QCF).
- Level 3 Diploma for Assessors of Accident Damaged Vehicles (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 the 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

**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: http://www.theimi.org.uk/standards_and_Qualifications/apprenticeship_/apprenticeship-programmes.

**Evidence**

Evidence of achievement of ERR will be a copy of the certificate of achievement of the ERR qualification, which must be uploaded onto ACE online, acecerts.co.uk/, when applying for an Apprenticeship completion certificate.

# Level 3

## Title for this framework at level 3

# Multi-skilled Auto Repair

## Pathways for this framework at level 3

| | |
|---|---|
| Pathway 1: | Multi-skilled Auto Repair |

# Level 3, Pathway 1: Multi-skilled Auto Repair

## Description of this pathway

**Framework Title Multi-skilled Vehicle Collision Repair (Pathway Title Multi-skilled Auto Repair)**

Total minimum credit value for this pathway = 90 credits.

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

- Competence element of the Combined Qualification = 30 credits
- Knowledge element of the Combined Qualification = 43 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 the general entry requirements that have already been set out.

| Job title(s) | Job role(s) |
| --- | --- |
| Senior Multi-Skilled Auto Repair Technician | Identify and remove mechanical, electrical and trim components. Assess the level of damage and repair/replace panels as appropriate. Prepare and paint the required areas of the vehicle to manufacturers' specification and rebuild. Provide support to less experienced multi skilled repair technicians. |

# Qualifications

## Competence qualifications available to this pathway

N/A

## Knowledge qualifications available to this pathway

N/A

## Combined qualifications available to this pathway

| B1 - Level 3 Diploma in Multi-Skilled Vehicle Collision Repair (QCF) | | | | | |
|---|---|---|---|---|---|
| **No.** | **Ref no.** | **Awarding organisation** | **Credit value** | **Guided learning hours** | **UCAS points value** |
| B1a | 600/9684/6 | IMIAL | 73 | 640 | N/A |

## Relationship between competence and knowledge qualifications

The above Combined Qualification contains units that are a mixture of competence and knowledge elements. Below is a breakdown of the split between competence and knowledge elements for each unit:

- Unit Reference Number: AR01 = 65 GLH in total (Competence: 30 GLH + Knowledge: 35 GLH)
- Unit Reference Number: AR02 = 40 GLH in total (Competence: 13 GLH + Knowledge: 27 GLH)
- Unit Reference Number: AR03 = 50 GLH in total (Competence: 15 GLH + Knowledge: 35 GLH)
- Unit Reference Number: AR04 = 30 GLH in total (Competence: 1 GLH + Knowledge: 29 GLH)
- Unit Reference Number: AR18 = 55 GLH in total (Competence: 25 GLH + Knowledge: 30 GLH)
- Unit Reference Number: AR19 = 45 GLH in total (Competence: 20 GLH + Knowledge: 25 GLH)
- Unit Reference Number: AR20 = 30 GLH in total (Competence: 12 GLH + Knowledge: 18 GLH)
- Unit Reference Number: AR21 = 55 GLH in total (Competence: 21 GLH + Knowledge: 34 GLH)
- Unit Reference Number: EP4 = 20 GLH in total (Competence: 10 GLH + Knowledge: 10 GLH)
- Unit Reference Number: AR22 = 45 GLH in total (Competence: 21 GLH + Knowledge: 24 GLH)
- Unit Reference Number: AR23 = 50 GLH in total (Competence: 22 GLH + Knowledge: 28 GLH)
- Unit Reference Number: AR24 = 55 GLH in total (Competence: 27 GLH + Knowledge: 28 GLH)
- Unit Reference Number: AR25 = 50 GLH in total (Competence: 25 GLH + Knowledge: 25

GLH)

- Unit Reference Number: AR26 = 50 GLH in total (Competence: 23 GLH + Knowledge: 27 GLH)

**Total Competence GLH = 265**

**Total Knowledge GLH = 375**

# Transferable skills (England)

## Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical 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 these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

| English | Minimum level or grade | Credit value |
|---|---|---|
| Functional Skills qualification in English | 2 | 5 |
| GCSE qualification in English (with enhanced functional content) | C | 5 |
| Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or...* | 2 | 5 |
| GCSE Qualification in English* | C | N/A |
| A' Level or AS Level qualification in English Language* | E | N/A |
| A' Level or AS Level qualification in English Literature* | E | N/A |
| A' Level or AS Level qualification in English Language and Literature* | E | N/A |
| GCSE or O' Level qualification in English Language** | A | N/A |
| A' Level or AS Level qualification in English Language** | A | N/A |
| A' Level or AS Level qualification in English Literature** | A | N/A |
| A' Level or AS Level qualification in English Language and Literature** | 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.*

| Mathematics | Minimum level or grade | Credit value |
|---|---|---|
| Functional Skills qualification in Mathematics | 2 | 5 |
| GCSE qualification (with enhanced functional content) in Mathematics | C | 5 |
| Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or... * | 2 | 5 |
| GCSE qualification in Mathematics* | C | N/A |
| A' level or AS Level qualification in Mathematics* | E | N/A |
| A' Level or AS Level qualification in Pure Mathematics* | E | N/A |
| A'Level or AS Level qualification in Further Mathematics* | E | N/A |
| GCSE or O'Level qualification in Mathematics** | A | N/A |
| A' Level or AS Level qualification in Mathematics** | A | N/A |
| A' Level or AS Level qualification in Pure Mathematics** | A | N/A |
| A' Level or AS Level qualification in Further Mathematics** | 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.*

## 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 Multi-skilled Auto Repair.

- Intermediate Level Apprenticeship (Level 2) in Vehicle Body and Paint.
- 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 Senior Multi-Skilled Auto Repair Technician.
- Following further training and development, apprentices can progress to a range of jobs such as Workshop Controller, Bodyshop Manager or Service Manager.

Apprenticeships:

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

Further and Higher Education:

- 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: N/A

# 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 the 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

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: http://www.theimi.org.uk/standards_and_Qualifications/apprenticeship_/apprenticeship-programmes.

**Evidence**

Evidence of achievement of ERR will be a copy of the certificate of achievement of the ERR qualification, which must be uploaded onto ACE online, acecerts.co.uk/, 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 and male with the average age of the workforce is 40 years and 18% 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, so 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 a 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: Multi-skilled Auto Repair

1. Minimum recommended duration: 24 months;
2. Total on and off the job minimum GLH: 1204 GLH, 602 GLH in the first 12 months and 602 GLH in the second 12 months;
3. Breakdown of on and off the job GLH as follows:

- Competence element of the Combined Qualification: 375 GLH
- Knowledge element of the Combined Qualification: 521 GLH
- Functional Skills Qualifications in Maths, English and ICT: 135 GLH (45 GLH each)
- Personal Learning and Thinking Skills (PLTS): 61 GLH
- Employee Rights and Responsibilities (ERR): 8 GLH
- Mentoring: 104 GLH (Based on 1 hour a week)

LEVEL 3

Pathway 1: Multi-skilled Auto Repair

1. Minimum recommended duration: 18 months;
2. Total on and off the job minimum GLH: 921 GLH as follows: 614 GLH in the first 12 months and 307 GLH in the final 6 months;
3. Breakdown of on and off the job GLH as follows:

- Competence element of the Combined Qualification: 265 GLH
- Knowledge element of the Combined Qualification: 375 GLH
- Functional Skills Qualifications in Maths, English and ICT: 135 GLH (45 GLH each)
- Personal Learning and Thinking Skills (PLTS): 60 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 Appretniceship 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: Multi-skilled Auto Repair

1. Minimum recommended duration: 24 months;
2. Total off the job minimum GLH: 768 GLH, 384 GLH in the first 12 months and 384 GLH in the final 12 months;

3. Breakdown of off the job GLH as follows:

- Knowledge element of the Combined Qualification: 521 GLH
- Functional Skills Qualifications in Maths, English and ICT: 135 GLH
- Employee Rights and Responsibilities (ERR): 8 GLH
- Mentoring: 104 GLH

LEVEL 3

Pathway 1: Multi-skilled Auto Repair

1. Minimum recommended duration: 18 months;
2. Total off the job minimum GLH: 596 GLH, 397 GLH in the first 12 months and 199 GLH in the final 6 months;
3. Breakdown of off the job GLH as follows:

- Knowledge element of the Combined Qualification: 375 GLH
- Functional Skills Qualifications in Maths, English and ICT: 135 GLH
- Employee Rights and Responsibilities (ERR): 8 GLH
- Mentoring: 78 GLH

## 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 Combined Qualification.
- A copy of the certificate of achievement of Level 1 Functional Skills in English, Maths and ICT or equivalent.
- A copy of the certificate of achievement of the Level 2 Employee Rights and Responsibilities (ERR) qualification.
- 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 Combined Qualification.
- A copy of the certificate of achievement of Level 2 Functional Skills in English, Maths and ICT or equivalent.
- A copy of the certificate of achievement of the Level 2 Employee Rights and Responsibilities (ERR) qualification.
- 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: Multi-skilled Auto Repair

1. Minimum recommended duration: 24 months;
2. Total on the job minimum GLH: 436 GLH, 218 GLH for the first 12 months and 218 GLH for the second 12 months;
3. Breakdown of on the job GLH as follows:

- Competence element of Combined Qualification: 375 GLH
- Personal Learning and Thinking Skills (PLTS): 61 GLH

LEVEL 3

Pathway 1: Multi-skilled Auto Repair

1. Minimum recommended duration: 18 months;
2. Total on the job minimum GLH: 325 GLH, 217 GLH in the first 12 months and 108 GLH in the final 6 months;
3. Breakdown of on the job GLH as follows:

- Competence element of Combined Qualification: 265 GLH
- Personal Learning and Thinking Skills (PLTS): 60 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 Combined Qualification.
A signed declaration that PLTS have been achieved.

LEVEL 3

- A copy of the certificate of achievement of the Level 3 Combined Qualification.
- A signed 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.

# 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 practicing these skills.

All six PLTS are embedded within all the combined units of the Combined Qualification. For more information on PLTS and to view the mapping document please click on the following link: www.barking dagenhamcollege.ac.uk/en/employers/Autoraise.cfm

Each of the PLTS is cross-referenced within the unit's assessment documentation and also cross-referenced to the unit's 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.

A PLTS evidence record sheet is provided, which apprentices must use to record when, where and how the learning for PLTS have been delivered and demonstrated. To download the PLTS evidence record sheet please click on the following link: www.barking dagenhamcollege.ac.uk/en/employers/Autoraise.cfm

This process will therefore mean that all areas of each of the PLTS are met with the achievement of the Combined 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 signed declaration from the training provider stating that they have delivered PLTS in accordance to this Apprenticeship framework.

Please see each individual PLTS below for further information.

## Creative thinking

Creative Thinking involves:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others' ideas and experiences in inventive ways
- questioning own and others' assumptions

- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change

## Independent enquiry

Independent Enquiry involves:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence

## Reflective learning

Reflective Learning involves:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress
- communicating your learning in relevant ways for different audiences

## Team working

Team Working involves:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results
- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution
- providing constructive support and feedback to others

## Self management

Self Management involves:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions

- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships

## Effective participation

Effective Participation involves:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions
- acting as an advocate for views and beliefs that may differ from your own

# Additional employer requirements

There are no additional employer requirements.

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org