

apprenticeship FRAMEWORK

Vehicle Sales (England)

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Vehicle Sales (England)

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Framework summary

Vehicle Sales

Intermediate Apprenticeship in Vehicle Sales

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 2 include:

Pathway 1: Vehicle Sales

Competence qualifications available to this pathway:

C1 - Level 2 Diploma in Vehicle Sales Competence

Knowledge qualifications available to this pathway:

K1 - Level 2 Diploma in Vehicle Sales Principles

Combined qualifications available to this pathway:

B1 - N/A

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Vehicle Sales

Advanced Apprenticeship in Vehicle Sales

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 3 include:

Pathway 1: Vehicle Sales

Competence qualifications available to this pathway:

C1 - Level 3 Diploma in Vehicle Sales Competence

Knowledge qualifications available to this pathway:

K1 - Level 3 Diploma in Vehicle Sales Principles

Combined qualifications available to this pathway:

B1 - N/A

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: 4	This framework includes:
Framework ID: FR03130	Level 2 Level 3
Date this framework is to be reviewed by: 30/06/2016	This framework is for use in: England

Short description

Vehicle Sales is big business with around 7.5 million new and used vehicles changing owners every year. As a whole the Automotive Retail Industry in England turned over £129 billion in 2008 and Vehicle Sales account for 70% of that. Apprentices will work in a range of jobs in Vehicle Sales undertaking Trainee Sales Adviser and Trainee Sales Manager roles selling new and used vehicles. Customers expect excellent customer service, wide product knowledge and a good deal. Businesses expect staff to meet sales targets and build customer loyalty to help their businesses grow and remain profitable.

Contact information

Proposer of this framework

The Institute of the Motor Industry (IMI)

Developer of this framework

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Issuing Authority's contact details

Issued by: Institute of the Motor Industry
Issuer contact name: James Stockdale
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Revising a framework

Contact details

Who is making this revision: Laura Beattie
Your organisation: The Institute of the Motor Industry (IMI)
Your email address: laurab@theimi.org.uk

Why this framework is being revised

To add new qualifications that have recently been accredited.

Summary of changes made to this framework

- Inclusion of newly accredited qualifications

Qualifications removed

(no information)

Qualifications added

Vehicle Sales

VCQ's - Competency Based Qualifications

- 601/4682/5 - City & Guilds Level 2 Diploma In Vehicle Sales Competence (QCF)
- 601/4685/0 - City & Guilds Level 3 Diploma In Vehicle Sales Competence (QCF)

VRQ's - Knowledge and Skills Based Qualifications

- 601/4683/7 - City & Guilds Level 2 Diploma In Vehicle Sales Principles (QCF)
- 601/4687/4 - City & Guilds Level 3 Diploma In Vehicle Sales Principles (QCF)

Qualifications that have been extended

(no information)

Purpose of this framework

Summary of the purpose of the framework

Vehicle Sales is big business with around 7.5 million new and used vehicles changing owners every year. As a whole the Automotive Retail Industry in England turned over £129 billion in 2008 and Vehicle Sales account for 70% of that. Apprentices will work in a range of jobs in Vehicle Sales undertaking Trainee Sales Adviser and Trainee Sales Manager roles selling new and used vehicles. Customers expect excellent customer service, wide product knowledge and a good deal. Businesses expect staff to meet sales targets and build customer loyalty to help their businesses grow and remain profitable.

More Sales Advisers and Sales Managers in Vehicle Sales are needed to:

- replace those who retire or leave
- train as managers of the future

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

- managers and leaders form the second biggest occupational group with only 6% qualified to a high skill level of level 4 and above;
- vehicle sales is the second largest sub-sector and is predominantly made up of managers, sales, customer service staff and administrators;
- the Automotive Retail Industry has a large number of businesses in England and 88% of those businesses are micro employers, employing less than 10 people;
- the Automotive Retail Industry provides employment for over half a million employees and is a major contributor to the economy in England, generating £129 billion of total turnover in England in 2008;
- the majority of the workforce is aged between 25 and 44;
- the workforce is predominantly white male, with females employed largely in secretarial and administrative jobs.

This new framework builds on the success of its predecessor, by including updated qualifications to meet the changing skills needs of employers and the new Specification of Apprenticeship Standards for England. This Apprenticeship will help to attract new people into the industry and tap into the talents of under-represented groups, as over the next 10 years 213,000 people will be required to replace those who retire or leave. It is forecast that vehicle sales and customer service along with managers and senior officials will be the occupations that will require the greatest amount of people.

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

- providing flexible access to a high quality Level 2 and 3 skills programme, which act as a real

alternative to academic qualifications for those who prefer this style of learning and achievement;

- incorporating skills to improve the general literacy, numeracy and ICT in England;
- using technical and competence qualifications, valued by employers, to help their businesses grow;
- developing Apprentice's Personal Learning and Thinking Skills, to build their confidence and creativity, improving their social and working lives;
- developing Apprentice's employability skills, making them more attractive to all employers whichever career they choose;
- providing a career pathway into jobs and training at technician level and higher, to provide the skills which the economy needs to grow.

Aims and objectives of this framework (England)

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

Objectives of this framework are to:

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

Entry conditions for this framework

This framework in Vehicle Sales would suit someone who enjoys interfacing with people.

Employers are looking to attract applicants who have a keen interest in working in the Automotive Retail Industry in vehicle sales jobs and have a basic literacy, numeracy and Information Communication Technology (ICT) skills on which this Apprenticeship will build. Applicants will need to have a smart appearance and enjoy talking to customers. Applicants to this Apprenticeship will be a mix of age and experience. As a guide, applicants may come from a range of routes including:

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

Initial Assessment

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

Level 2

Title for this framework at level 2

Intermediate Apprenticeship in Vehicle Sales

Pathways for this framework at level 2

Pathway 1: Vehicle Sales

Level 2, Pathway 1: Vehicle Sales

Description of this pathway

Vehicle Sales - 162 credits in total.

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

None apart from those under General Entry Conditions.

Job title(s)	Job role(s)
Sales Adviser	Inspecting and selling new and used vehicles, greeting customers, advising them on the most suitable vehicle, arranging test drives, negotiating sale and trade-in prices, working out finance, processing orders, updating the website.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Diploma in Vehicle Sales Competence					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0265/7	IMIAL	86	529	N/A
C1b	600/3554/7	Edexcel	86	529	N/A
C1c	601/4682/5	City & Guilds	86	529	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Diploma in Vehicle Sales Principles					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0125/2	IMIAL	59	389	N/A
K1b	600/3551/1	Edexcel	59	389	N/A
K1c	601/4683/7	City & Guilds	59	389	N/A

Combined qualifications available to this pathway

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

Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

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 has been included as a mandatory outcome for this pathway.

Progression routes into and from this pathway

PROGRESSION INTO THIS LEVEL TWO APPRENTICESHIP

This can be from a wide range of routes including:

- work or work experience - general or sales related experience;
- training and/or experience which could include a portfolio showing what they have done;
- foundation learning at Level 1;
- any of the Key Skills or Functional Skills;
- Young Apprenticeship in Automotive;

- any of the (14-19) Diplomas including the Engineering Diploma;
- a range of vocational or academic qualification(s).

PROGRESSION FROM THIS LEVEL TWO APPRENTICESHIP:

- Level 3 Advanced Apprenticeship in Vehicle Sales;
- Level 3 Advanced Apprenticeship in Business and Administration;
- Level 3 Advanced Apprenticeship in Customer service;
- Level 2 Apprenticeship in Team Leading;
- Employment into a range of jobs at Level 2 and 3 such as Sales Advisor, Receptionist or Senior Sales Advisor.

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

Employee rights and responsibilities

Delivery and Assessment

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

ERR will be covered through a separate qualification:

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

Qualification Reference Number: 600/1216/X

Guided Learning Hours (GLH): 8

Credit Value: 2

OR

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

Qualification Reference Number: 600/1308/4

Guided Learning Hours (GLH): 8

Credit Value: 2

OR

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

Qualification Reference Number: 600/3713/1

Guided Learning Hours (GLH): 8

Credit Value: 2

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

1. the range of employer and employee statutory rights and responsibilities under employment law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and health and safety, together with the duties of employers;
2. procedures and documentation which recognises and protects their relationship with their employer, including health and safety and equality and diversity training as part of the apprenticeship;
3. the range of sources and information and advice available to them on their employment rights and responsibilities, including Access to Work and Additional Learning Support;
4. the role played by their occupation in their organisation and industry;
5. has an informed view of the types of career pathways that are open to them;
6. the types of representative bodies and understands their relevance to their industry and organisation and the main roles and responsibilities;

7. where and how to get information and advice on their industry, occupation, training and career;
8. can describe and work within their organisation's principles and codes of practice;
9. can recognise and form a view on issues of public concern that affect their organisation and industry.

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

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

To download the ERR workbook please click
here: www.motor.org.uk/documentlibrary/Standards%20and%20Qualifications/201108ERR-workbook-vFinal-Aug-11.doc

RECOGNITION OF ERR:

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

Level 3

Title for this framework at level 3

Advanced Apprenticeship in Vehicle Sales

Pathways for this framework at level 3

Pathway 1: Vehicle Sales

Level 3, Pathway 1: Vehicle Sales

Description of this pathway

Vehicle Sales - 220 credits in total.

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

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

Job title(s)	Job role(s)
Senior Sales Advisor	Recruiting, training, managing and motivating staff and teams, setting up incentives and bonus schemes, planning and monitoring sales targets, compiling, analysing and reporting on sales figures and market research, organising sales conferences.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Diploma in Vehicle Sales Competence					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0316/9	IMIAL	125	799	N/A
C1b	600/3556/0	Edexcel	125	799	N/A
C1c	601/4685/0	City & Guilds	125	799	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Diploma in Vehicle Sales Principles					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0176/8	IMIAL	78	531	N/A
K1b	600/3581/X	Edexcel	78	531	N/A
K1c	601/4687/4	City & guilds	78	531	N/A

Combined qualifications available to this pathway

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

Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

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 has been included as a mandatory outcome for this pathway.

Progression routes into and from this pathway

PROGRESSION INTO THIS LEVEL THREE ADVANCED APPRENTICESHIP

This can be from a wide range of routes including:

- Level 2 Apprenticeship in Vehicle Sales;
- work or work experience – sales related;
- training and/or experience which could include a portfolio showing what they have done;
- foundation learning at Level 1;

- any of the Key Skills or Functional Skills;
- Young Apprenticeship in Automotive;
- any of the (14-19) Diplomas including the Engineering Diploma;
- a range of vocational or academic qualification(s).

PROGRESSION FROM THIS LEVEL THREE ADVANCED APPRENTICESHIP:

- Level 2 Apprenticeship or Level 3 Advanced Apprenticeship in Team Leading;
- Level 2 Apprenticeship or Level 3 Advanced Apprenticeship in Management;
- Level 3 Advanced Apprenticeship in Business and Administration;
- into employment into a range of Level 3 and 4 jobs such as Trainee Sales Manager or Trainee After Sales Manager;
- after further training and development onto a Foundation Degree in Business and Management, Sales and Management or Sales and Marketing;
- after further training and development onto a Higher Education (HE) programme such as Business and Management, Sales and Management or Sales and Marketing.

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

UCAS points for this pathway: N/A

Employee rights and responsibilities

Delivery and Assessment

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

ERR will be covered through a separate qualification:

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

Qualification Reference Number: 600/1216/X

Guided Learning Hours (GLH): 8

Credit Value: 2

OR

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

Qualification Reference Number: 600/1308/4

Guided Learning Hours (GLH): 8

Credit Value: 2

OR

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

Qualification Reference Number: 600/3713/1

Guided Learning Hours (GLH): 8

Credit Value: 2

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

1. the range of employer and employee statutory rights and responsibilities under employment law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and health and safety, together with the duties of employers;
2. procedures and documentation which recognises and protects their relationship with their employer, including health and safety and equality and diversity training as part of the apprenticeship;
3. the range of sources and information and advice available to them on their employment rights and responsibilities, including Access to Work and Additional Learning Support;
4. the role played by their occupation in their organisation and industry;
5. has an informed view of the types of career pathways that are open to them;
6. the types of representative bodies and understands their relevance to their industry and organisation and the main roles and responsibilities;

7. where and how to get information and advice on their industry, occupation, training and career;
8. can describe and work within their organisation's principles and codes of practice;
9. can recognise and form a view on issues of public concern that affect their organisation and industry.

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

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

To download the ERR workbook please click
here: www.motor.org.uk/documentlibrary/Standards%20and%20Qualifications/201108ERR-workbook-vFinal-Aug-11.doc

RECOGNITION OF ERR:

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

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

How equality and diversity will be met

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

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

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

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

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

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

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

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

Download the guidance on the Equality Act here:

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

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

On and off the job guided learning (England)

Total GLH for each pathway

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

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

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

Level 2: 24 month programme

- Vehicle Sales: 1271 GLH for the duration of the 24 month programme / 636 GLH per 12 months

Level 3: 18 month programme

- Vehicle Sales: 1683 GLH for the duration of the 18 month programme / 1122 GLH per 12 months

Minimum off-the-job guided learning hours

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

Level 2: 24 month programme

- Vehicle Sales: 682 GLH for the duration of the 24 month programme / 341 GLH per 12 months

Level 3: 18 month programme

- Vehicle Sales: 824 GLH for the duration of the 18 month programme / 549 GLH per 12 months

How this requirement will be met

Off-the-job GLH should:

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

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

Breakdown of off the job GLH:

Level 2: 24 month programme

- Vehicle Sales (Knowledge and Skills qualification 389 GLH + ERR 8 GLH + Functional/Key Skills 135 GLH (45 GLH for each Skill) + Mentoring 150 Hours (an average of 2 Hours per week)) = 682 GLH for the duration of the 24 month programme

Level 3: 18 month programme

- Vehicle Sales (Knowledge and Skills qualification 531 GLH + ERR 8 GLH + Functional/Key Skills 135 GLH (45 GLH for each Skill) + Mentoring 150 Hours (an average of 2 Hours per week)) = 824 GLH for the duration of the 18 month programme

Evidence for off-the job GLH:

Level 2

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

Level 3

- Level 3 certificate for the knowledge and skills qualification for the relevant pathway
- Certificate showing achievement of the ERR Award
- Level 2 Key Skills Certificate showing achievement of Key Skills in Application of Number, Communications and Information Communication Technology (ICT) OR Functional Skills certificate showing achievement of Maths, English and ICT

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

Minimum on-the-job guided learning hours

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

Level 2: 24 month programme

- Vehicle Sales: 589 GLH for the duration of the 24 month programme / 295 GLH per 12 months

Level 3: 18 month programme

- Vehicle Sales: 59 GLH for the duration of the 18 month programme / 573 GLH per 12 months

How this requirement will be met

On-the-job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher,

mentor or manager

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

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

Breakdown of on the job GLH:

Level 2: 24 month programme

- Vehicle Sales (Competency qualification 529 GLH + PLTS 60 GLH) = 589 GLH for the duration of the 24 month programme

Level 3: 18 month programme

- Vehicle Sales (Competency qualification 799 GLH + PLTS 60 GLH) = 859 GLH for the duration of the 18 month programme

Evidence for on-the-Job GLH:

Level 2

- Level 2 certificate showing achievement of the competence qualification for the relevant pathway

Level 3:

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

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

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

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

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

Evidence of PLTS achievement

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

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

None.

apprenticeship
FRAMEWORKS ONLINE

For more information visit
www.afo.sscalliance.org