

# apprenticeship FRAMEWORK

## Vehicle Parts - non statutory (Wales)

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# Vehicle Parts - non statutory (Wales)

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# Framework summary

## Vehicle Parts - non statutory

### Foundation Apprenticeship in Vehicle Parts

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

##### Pathway 1: Vehicle Parts

**Competence qualifications available to this pathway:**

C1 - Level 2 Diploma in Vehicle Parts Operations Competence

**Knowledge qualifications available to this pathway:**

K1 - Level 2 Diploma in Vehicle Parts Operations Principles

**Combined qualifications available to this pathway:**

B1 - N/A

**This pathway also contains information on:**

- Employee rights and responsibilities
- Essential skills

## Vehicle Parts - non statutory

### Apprenticeship in Vehicle Parts

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

##### Pathway 1: Vehicle Parts

**Competence qualifications available to this pathway:**

C1 - Level 3 Diploma in Vehicle Parts Operations Competence

**Knowledge qualifications available to this pathway:**

K1 - Level 3 Diploma in Vehicle Parts Operations Principles

**Combined qualifications available to this pathway:**

B1 - N/A

**This pathway also contains information on:**

- Employee rights and responsibilities
- Essential skills

# Framework information

## Information on the Publishing 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: 3	<b>This framework includes:</b>
Framework ID: FR01099	Level 2 Level 3
Date this framework is to be reviewed by: 31/03/2014	<b>This framework is for use in: Wales</b>

## Short description

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

# Contact information

## Proposer of this framework

This framework is published by The Institute of the Motor Industry (IMI) on a non-statutory basis prior to the designation of issuing Authorities for Wales

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# Revising a framework

## Contact details

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## Why this framework is being revised

To add new qualifications that have recently been accredited along with the updated version of the Employee Rights & Responsibilities (ERR) workbook.

## Summary of changes made to this framework

- Inclusion of newly accredited qualifications
- inclusion of the updated Employee Rights & Responsibilities (ERR) workbook

## Qualifications removed

*(no information)*

## Qualifications added

ERR

- Edexcel Level 2 Award in Knowledge of Employee Rights and Responsibilities for the Automotive Sector - 600/3713/1

## Qualifications that have been extended

*(no information)*

# Purpose of this framework

## Summary of the purpose of the framework

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

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

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

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

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

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

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

Foundation Level Apprentices will train as Parts Operatives, Parts Sales/Telesales Representatives. Apprentice Level Apprentices will train as Parts Advisors.

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

- providing flexible access to a high quality Level 2 and 3 skills programme, which ever entry route apprentices use, for those who prefer this style of learning and achievement
- incorporating skills to improve the levels of general literacy, numeracy and ICT in Wales
- using technical and competence qualifications, valued by employers, to help their businesses grow
- 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 intermediate and higher technician level, to provide the skills which the economy needs to grow
- building on the existing quality learning provision for the Automotive Retail Industry in Wales

## **Aims and objectives of this framework (Wales)**

The aim of this framework is to attract new people into Vehicle Parts from a wide range of backgrounds to replace those who leave or retire and to upskill the existing workforce in Wales to provide employers with the skills they need to remain competitive and profitable.

Objectives of this framework are to:

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

3. develop problem solving, communication, team working, literacy, numeracy and ICT skills which are a priority for the Automotive Retail Industry;
4. provide micro businesses, which account for around 85% of businesses in the Automotive Retail Industry, with access to a quality training programme to help their businesses grow;
5. provide opportunities for career progression within Vehicle Parts into the wider Automotive Retail Industry;
6. provide a career pathway to more senior jobs through further training and development, including foundation degrees and to undergraduate programmes for those who chose to do so.

# Entry conditions for this framework

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

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

Applicants to this Apprenticeship will be a mix of age and experience. As a guide, applicants may come from a range of routes including:

- work or work experience
- training and/or experience which could include a portfolio showing what they have done
- any of the Essential Skills Wales, Key Skills or Wider Key Skills Wales
- Welsh Baccalaureate, including the Engineering or Retail Business Principal Learning Qualifications
- a range of vocational or academic qualifications

## Initial Assessment

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

## RULES TO AVOID REPEATING QUALIFICATIONS

Processes exist to make sure that applicants with prior knowledge, qualifications and experience are not disadvantaged by having to repeat learning. Training providers and awarding organisations will be able to advise on the current rules for accrediting prior learning and recognising prior experience. Refer to the on and off the job training section for guidance about prior attainment and achievement. In the meantime, this is a short summary:

There are no relaxations or proxies for any qualifications specified in a framework in the Specification of Apprenticeship Standards for Wales (SASW), however, providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace.

### 1. Essential Skills Wales.

- If applicants already have GCSEs in English, Maths and/or Information and Communications

Technology (ICT) they still have to do the Essential Skills Wales at the relevant level as these are new qualifications and proxies do not exist.

- Up to the 31 August 2011, if applicants already have achieved Key Skills at the relevant level, they will not have to do the relevant Essential Skills Wales (ESW), however, apprentices can be encouraged to complete ESW at a higher level if appropriate.

2. Knowledge qualifications. If applicants already have one of the Level 2 knowledge qualifications before they started their Apprenticeship, (see knowledge qualifications page in this framework) they can count this and do not have to redo the qualification, providing that they have achieved this qualification within five years of applying for the apprenticeship certificate. For example they may have already achieved the knowledge element as part of the Welsh Baccalaureate. The hours they spent gaining this qualification will also count towards the minimum hours required for this framework.

3. Competence qualifications. If applicants already have the Level 2 competence qualification for the Apprenticeship they do not have to repeat this qualification, however, this qualification must have been achieved within five years of applying for the apprenticeship certificate and they will still have to demonstrate competence in the workplace.

4. Prior experience. Applicants already working in the sector will be able to have their prior experience recognised by the Awarding Organisation and this will count towards the competence and the knowledge qualifications in this framework.

## Level 2

Title for this framework at level 2

# Foundation Apprenticeship in Vehicle Parts

### Pathways for this framework at level 2

Pathway 1:      Vehicle Parts

## Level 2, Pathway 1: Vehicle Parts

### Description of this pathway

Vehicle Parts - 144 credits in total.

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

None in addition to the general entry requirements.

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

# Qualifications

## Competence qualifications available to this pathway

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

## Knowledge qualifications available to this pathway

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

## Combined qualifications available to this pathway

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

## Notes on competence and knowledge qualifications (if any)

K1 provides the underpinning knowledge and understanding for the competence qualification C1.

# Transferable skills (Wales)

## Essential skills (Wales)

	Minimum level	Credit value
Communication	1	6
Application of numbers	1	6
IT	1	6

# Progression routes into and from this pathway

## PROGRESSION INTO THE FOUNDATION APPRENTICESHIP IN VEHICLE PARTS:

This can be from a wide range of routes including:

- work or work experience
- training and/or experience which could include a portfolio showing what they have done
- any of the Essential Skills Wales, Key Skills or Wider Key Skills Wales
- Welsh Baccalaureate including the Engineering or Retail Business Principal Learning Qualifications
- vocational or academic qualification(s)

## PROGRESSION FROM THE FOUNDATION APPRENTICESHIP:

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

# Delivery and assessment of 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](http://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

# Apprenticeship in Vehicle Parts

### Pathways for this framework at level 3

Pathway 1: Vehicle Parts

## Level 3, Pathway 1: Vehicle Parts

### Description of this pathway

Vehicle Parts - 192 credits in total.

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

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

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

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

# Qualifications

## Competence qualifications available to this pathway

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

## Knowledge qualifications available to this pathway

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

## Combined qualifications available to this pathway

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

## Notes on competence and knowledge qualifications (if any)

K1 provides the underpinning knowledge and understanding for the competence qualification C1.

# Transferable skills (Wales)

## Essential skills (Wales)

	Minimum level	Credit value
Communication	2	6
Application of numbers	2	6
IT	2	6

# Progression routes into and from this pathway

## Progression into the Apprenticeship in Vehicle Parts:

- Foundation Apprenticeship in Vehicle Parts
- supervisory experience OR one year's experience of working in a parts department.

## Progression from the Apprenticeship in Vehicle Parts:

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

For more careers information on the Automotive Retail Industry visit [www.autocity.org.uk](http://www.autocity.org.uk)

UCAS points for this pathway: N/A

# Delivery and assessment of 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](http://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 Wales is mainly white male and the average age of the workforce is 39.

A breakdown of data for apprenticeship starts on the Vehicle Parts Framework in 2008/9 showed the following:

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

The Apprenticeship route has been popular in the Automotive Retail Industry, particularly on the technical side, for a number of years; however recruitment still causes difficulties. The difficulties appear to result from the industry's image problems together with pay conditions and career prospects.

In order to counteract some of these issues, awareness of the Automotive Retail Industry as a profession is being raised through:

- the (14-19) Diploma in Engineering and through the automotive retail content of the Diploma in Retail Business
- 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/](http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/)

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

# On and off the job training (Wales)

## Summary of on- and off-the-job training

Off-the-job training is the knowledge and Skills qualification plus the Employee Rights and Responsibilities (ERR) qualification, the Essential Skills Wales qualifications and Mentoring.

On-the-job training is the competence qualification.

The total amount of on-and-off the job training hours is:

Level 2:

- Vehicle Parts: 1060 Hours

Level 3:

- Vehicle Parts: 1569 Hours

## Off-the-job training

The total amount of off-the-job training hours is:

Level 2:

- Vehicle Parts: 694 Hours

Level 3:

- Vehicle Parts: 929 Hours

## How this requirement will be met

Off-the-job training 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

Providers will not be required to record individual on and off the job training hours. However for certification purposes, the provider will be required to declare that the apprentice has completed the on and off the job training hour requirement as set out in this Apprenticeship framework.

Training hours delivered under an apprenticeship agreement may vary depending on the previous experience and attainment of the apprentice.

The amount of off-the-job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of off-the-job hours for this framework can be verified for apprenticeship certification.

#### Previous attainment

Where a learner enters an apprenticeship agreement having previously attained parts or all of the relevant qualifications, this prior learning needs to be recognised using either QCF credit transfer for achievements within the QCF; or through recording of exemptions for certificated learning outside of the QCF, for example Principal Learning qualifications.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within 5 years of applying for the Apprenticeship Certificate.

#### Previous experience

Where a learner enters an apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised [see QCF Guidance on Claiming Credit for further

details]. To count towards apprenticeship certification, previous experience must be recorded using the appropriate Awarding Organisation's QCF 'Recognition of Prior Learning' procedures and the hours recorded may then count towards the off-the-job hours required to complete the apprenticeship.

For apprentices with prior uncertificated learning experience, the off-the-job learning must have been acquired within five years of application for the Foundation Apprenticeship Certificate or have been continuously employed in the relevant job role in the industry for five years duration.

Breakdown of off-the-job training hours:

Level 2:

- Vehicle Parts (Knowledge and Skills qualification 356 Hours + ERR 8 Hours + Essential Skills Wales 180 Hours (60 Hours for each Skill) + Mentoring 150 Hours (an average of 2 Hours per week)) = 694 Hours

Level 3:

- Vehicle Sales (Knowledge and Skills qualification 591 Hours + ERR 8 Hours + Essential Skills Wales 180 Hours (60 Hours for each Skill) + Mentoring 150 Hours (an average of 2 Hours per week)) = 926 Hours

Evidence for off-the-job training hours:

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 Essential Skills Wales in Application of Number, Communications and Information Communication Technology (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 Essential Skills Wales in Application of Number, Communications and Information Communication Technology (ICT)

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

## On-the-job training

The total amount of Training Hours for on-the-job is:

Level 2:

- Vehicle Parts: 366 Hours

Level 3:

- Vehicle Parts: 640 Hours

## How this requirement will be met

On-the-job training hours 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

Providers will not be required to record individual on and off the job training hours. However for certification purposes, the provider will be required to declare that the apprentice has completed the on and off the job training hour requirement as set out in this Apprenticeship framework.

These hours may vary depending on previous experience and attainment of the apprentice. Where a learner enters an apprenticeship agreement having previously attained or acquired the appropriate competencies or knowledge, this prior learning needs to be recognised and documented using the relevant QCF credit transfer, QCF exemption or RPL procedures (as off-the-job above). The amount of on-the-job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total

number of on-the-job hours for this framework can be verified for apprenticeship certification.

Apprentices who commence training under a new apprenticeship agreement with a new employer may bring a range of prior experience with them. When an apprentice can claim a percentage or more hours towards the on-the-job framework total through prior learning acquired from previous full-time education, employment or other vocational programmes, then the apprentice's learning programme should include 'customisation'.

Training providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace. Customisation programmes may include: Selecting appropriate additional Unit(s) from QCF qualifications, or relevant units recognised as Quality Assured Lifelong Learning [QALL] through a CQFW recognised body, following Essential Skills at a level higher than that specified in the framework including one or more Wider Key Skills or other competency-based qualifications/units relevant to the workplace.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within 5 years from the date of application for the Foundation Apprenticeship/Apprenticeship Certificate or have been continuously employed in the industry for 5 years. Job roles within the Automotive Retail Industry require a thorough level of technical competence and knowledge, which will be undertaken through work-based training, practice and experience.

On-the-job learning must be formally recorded, either in a diary, workbook, portfolio, or be verified by attendance records. This evidence needs to be checked and signed by the employer, provider and Apprentice. The IMI reserves the right to request a copy of one or more of these records when applying for an apprenticeship completion certificate.

Evidence for on-the-Job Training Hours:

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](http://www.motor.org.uk/standards-and-qualifications/downloads.html)

# Wider key skills assessment and recognition (Wales)

## Improving own learning and performance

The employers consulted do not require these Wider Key Skills to be separately delivered as part of this Apprenticeship. However, training providers and learners are encouraged to record when and where they are using these skills to provide evidence towards claiming prior learning of these Skills in the future.

## Working with others

The employers consulted do not require these Wider Key Skills to be separately delivered as part of this Apprenticeship. However, training providers and learners are encouraged to record when and where they are using these skills to provide evidence towards claiming prior learning of these Skills in the future.

## Problem solving

The employers consulted do not require these Wider Key Skills to be separately delivered as part of this Apprenticeship. However, training providers and learners are encouraged to record when and where they are using these skills to provide evidence towards claiming prior learning of these Skills in the future.

# Additional employer requirements

None.

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apprenticeship  
FRAMEWORKS ONLINE

For more information visit  
[www.afo.sscalliance.org](http://www.afo.sscalliance.org)