

MOTOR TRADE MODERN APPRENTICESHIP

As the leading specialist provider for the retail motor industry, Doncaster Rotherham and District GTA Limited offers an unrivalled range of motor industry qualifications that demonstrate skills and competence, the foundation of a successful career.

This is a guide to the qualifications that Doncaster Rotherham and District GTA Limited offers. On these pages you will find details of the types and levels of qualifications and the disciplines and progression routes available.

Levels of Qualification Explained

Level 1 – vocational qualifications are Pre-Apprenticeship programmes for students from 14 years old, in school or further education. These qualifications teach basic knowledge and routine tasks.

Level 2 – suitable for those who have a Level 1 qualification, or are likely to achieve GCSE grades D-F in English, mathematics and a science based subject. These qualifications cover routine tasks and require previous knowledge or work experience.

Level 3 – suitable for those who have achieved a Level 2 qualification, or are likely to achieve GCSE grades A-C in English, mathematics and a science based subject. These supervisor level qualifications cover non-routine, more complex tasks and require previous knowledge or work experience.

Level 4 and above – management and master technician level qualifications, for those who have already achieved a Level 3 qualification. These enable progression to higher education, management and Level 5 qualifications and give a good grounding in the skills required to run a business.

An Apprentice Framework at Level 2 or 3 comprises of the following components:

Technical Certificates (VRQs)

These are nationally recognised, vocationally related qualifications (VRQs) which provide the essential knowledge to do a job.

National Vocational Qualifications (NVQs)

These are nationally recognised qualifications that demonstrate the holder's competence to do a job to a national standard. An NVQ is a practically based qualification which assesses skills.

Key Skills

These qualifications cover the skills used in jobs and industry and include: Communication (writing and speaking); Application of Number (using numbers in measurement, calculation & pricing); and Information & Communication Technology (ICT). Key Skills are a part of Apprenticeships.

All engineering frameworks are run through either the Institute of the Motor Industry or the City and Guilds of London Institute.

Frameworks available for: Light Vehicle, Heavy Vehicle, Motorcycle, Body repair, Vehicle refinishing, Vehicle cladding, Vehicle Parts sales.

The Doncaster and Rotherham GTA fully follow the criteria for the English apprentice framework as required by the Automotive Skills Council and the Learning and Skills Council

Career Path

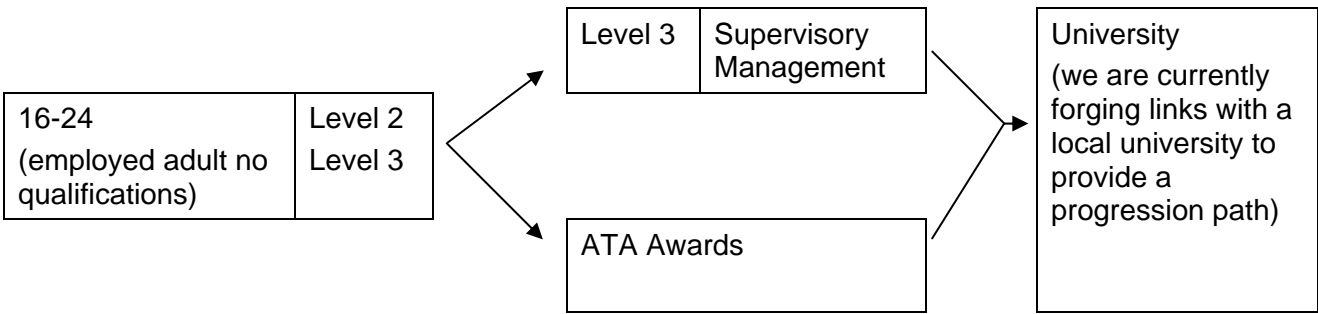
Engineering

School 14-16	Level 1
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Optional

Alternative

BTEC National* *6 th form by arrangements with individual schools



Middle Management ie Parts Manager, Service Manager, Bodyshop Manager	Level 4
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Senior Management ie Dealer Principal, Director, Proprietor	Level 5
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Framework 4 (England) (from automotive skills council)

Apprenticeships Frameworks for England

Automotive Skills is responsible for all the separate industry sectors covered by these frameworks. The table below refers to content of Apprenticeship Framework 4 in England.

Any apprentice registered on one of our apprenticeship programmes or after 1 September 2005, must be registered on this framework.

Please click on the appropriate Apprenticeship or Advanced Apprenticeship link in the table below for a summary of the framework requirements.

Framework 4 covers the following sectors of the retail motor industry

Framework 4 (England) Sectors Covered		
Vehicle Fitting	FMA	AA
Vehicle Maintenance and Repair	FMA	AA
Vehicle Body and Paint Operations	FMA	AA
Vehicle Parts Operations	FMA	AA

What follows is guidance on the elements that make up the frameworks.

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Entry onto the Apprenticeship Programmes

Automotive Skills strongly recommends that young people start on the Apprenticeship and progress onto the Advanced Apprenticeship in order to develop a sound technical knowledge base they need in this industry. In the previous frameworks it was possible for learning providers to recruit young people straight onto an Advanced Apprenticeship, but in reality they still covered level two in order to give young people the technical knowledge they need. In addition, changes to the national occupational standards have created a greater difference between the level two and level 3 qualifications. For example, in Vehicle Maintenance and Repair the difference between the level two and level three can be described by the fact that at level two a technician is required to service vehicles level three a technician is required to diagnose faults and solve problems. In light of these changes, it is unlikely that a young person could enter our apprenticeship programmes at level three because of the complexity of the tasks they would need to complete to demonstrate occupational competence.

The technology used in motor vehicles is becoming more sophisticated and complex. Young people entering the retail motor industry need time to develop their technical knowledge. They need time to find their way around a vehicle so they understand how it works. The main rationale behind the proposed changes is to encourage learning providers to organise learning so that young people can build their knowledge and skills over a realistic time period. This will also be linked to the award off certificates at appropriate times, which will help motivate young people. There is a fear that young people who enter a level three programme take too long before they receive certificates and the technical knowledge required of them is too great so they drop out. The changes to the current system are part of our strategy to help the industry improve its retention and achievement figures.

Target Group

Apprenticeships and Advanced Apprenticeships provide work-based training and development for young people aged between 16 and 24 years.

The programmes can be used by people over the age of 25 years as a model for their own development. In such instances, these programmes will not be eligible for funding by the local LSC. A nationally recognised Apprenticeship Certificate can be awarded at the discretion of Automotive Skills, provided that there has been quality assurance of the programme.

Employed Status

Automotive Skills strongly recommends that all young people starting an apprenticeship programme be offered employed status either at the start of their training or as soon after. In a survey conducted by the Motor Industry Training Council on why young people fail to complete programmes, the highest percentage failing came from non-employed trainees. This survey is available from Automotive Skills and recommends best practice in retaining young people on apprenticeships.

All advanced modern apprentices must have employed status from the start of their training.

Salary Levels and Training Allowances

The employer or learning provider pays the apprentice a wage if they are employing the apprentice, or an allowance if they are non-employed status. Non-employed apprentices are entitled to a minimum learning allowance per week set by the Learning and Skills Council. Employers within the motor industry may wish to follow the national agreed pay scales for apprentices. Information on this is available from the National Joint Council for the Motor Vehicle Retail and Repair Industry at 201 Great Portland Street, London. W1N 6AB

Funding and Contracting Arrangements

LSC funding for Apprenticeships and Advanced Apprenticeships is normally prioritised for 16, 17 and 18 year olds. For those aged 19 and over funding is available at the discretion of the local LSC and subject to the availability of resources. All LSC funded apprenticeship frameworks should be completed by the apprentice's 25th birthday.

Funding and contracting for national and multi-site employers is managed through the LSC's National Employer Service, which was formally known as the National Contracting Service.

Induction

Apprentice induction is essential for any programme. Research has shown that a good induction programme helps reduce the numbers of early leavers from our apprenticeship programmes. It is suggested that an induction programme, which forms a mandatory part of both the Apprenticeship and Advanced Apprenticeship should cover the following areas - click to view Apprenticeship Induction diagram. Automotive Skills recommends that at least two days be spent on an induction programmes. Apprentices should be given sufficient information to understand all aspects of the apprenticeship programme they are about to start including details on how the vocational content of the programme will be delivered.

Induction training implicitly includes health and safety considerations and is fundamental to the needs of all apprentices. All apprentices must receive induction training for each new environment they enter, including work-based training, off-the-job training and the general experience of being in the motor industry.

Employment Rights and Responsibilities (ERR)

ERR is a mandatory element of all Apprenticeships and Advanced Apprenticeships. The following is a summary as to how the requirements of ERR should be covered within the content of each framework:

Apprentice Induction Programme

During the induction programme you should brief apprentices on their rights and responsibilities applicable to apprentices in their place of work workplace procedures.

Technical Certificate

As apprentices complete the learning required for their technical certificate, you should cover the rights and responsibilities of workers (including health and safety and equal opportunities legislation) the organisations, disciplines and representative structure of the motor industry the impact on the sector of public law and policies.

NVQ

As apprentices generate evidence to prove that they have met the national occupational standards contained within the NVQs, they will be able to demonstrate that they understand ERR as they cover such topics as health and safety provide evidence about successful working relationships demonstrate how legislation works in practice and how they use it as they complete tasks. Learning providers are required to sign the declaration on the Certificate Application Form to confirm that apprentices took part in and received the required induction programme.

Qualifications

NVQs

There are a range of NVQs available that have been used to build the six frameworks. For every framework there are NVQs at the appropriate level.

- The relevant NVQ at level 2 is a mandatory outcome of the Apprenticeship.
- The relevant NVQ at level 3 is a mandatory outcome of the Advanced Apprenticeship.

The NVQs have been selected because they are based on national occupational standards developed by Automotive Skills. These national occupational standards were developed closely with the industry in order to identify and define the skills and knowledge requirements for the various sectors within the industry. These national occupational standards are then used to create qualification structures that are agreed with employers and learning providers. These qualification structures are made up of a number of mandatory units that all candidates must satisfy and a range of optional units designed to give the qualifications sufficient breadth and meet the needs of the industry.

The NVQs for each apprenticeship programme are listed under the summary of each programme.

Key Skills

All apprentices on an Apprenticeship must achieve Key Skills at Level 1 in Communication, Application of Number and Information Technology as the minimum requirement.

All apprentices on an Advanced Apprenticeship must achieve Key Skills at Level 2 in Communication and Application of Number and Information Technology at Level 1 as the minimum requirement. The exceptions are in Vehicle Parts and Vehicle Sales, where all apprentices on an Advanced Apprenticeship must achieve Information Technology at Level 2.

Apprentices are not required to achieve the wider Key Skills of Improving Own Learning and Performance, Problem Solving and Working with Others. But if this would benefit the apprentice, learning providers are encouraged to include these in the programme.

Automotive Skills adheres to the rules around the use of proxy qualifications and relaxation. However, because Automotive Skills believes that Key Skills can be used to help apprentices become competent and confident in communications, the application of number skills and using information technology, learning providers are encouraged to make key skills available to all apprentices. Automotive Skills believes that the Key Skills can be used to help develop a more competent and effective workforce.

Key Skills can be particularly successful if they are taught through vocational subjects so that apprentices understand how these skills can be used as they carry out their jobs. For this reason, Automotive Skills encourages the integration of Key Skills into vocational subjects and would like apprentices to generate evidence for their key skills at the same time as they complete work activities to produce evidence for their NVQs.

Technical Certificates

The Technical Certificates that have been chosen for these frameworks are designed to provide the knowledge and skills that apprentices need to develop if they are to be successful in the NVQs. They provide the underpinning knowledge and skills. The award of technical certificates may also facilitate progression to further training and HE.

They provide learning providers with a structured approach to teaching, which they can use to plan and deliver learning. Learning providers are advised to take advantage of different ways of delivering learning. This can include time spent in the classroom and workshops, self-study, open learning and work based learning. Automotive Skills is not prescriptive in this area and encourages learning providers to be innovative and creative in order to meet the needs of apprentices and maintain their interest in learning.

Apprentices will be exempt from these Technical Certificates if they have already achieved one of these awards on another programme an award that is a level higher than that required by the framework.

If this is the case and to avoid any difficulties at the point of claiming the completion certificate learning providers must gain **written** agreement from Automotive Skills to any exemptions. These should be identified at the start of a programme, when an apprentice's Individual Apprenticeship Plan is being developed and agreed. Where an apprentice is exempt from the Technical Certificate, they should be encouraged to use the time to achieve another acceptable qualification or one at a higher level.

The Technical certificates for each apprenticeship programme are listed under the summary of each programme.

On- and Off-the-Job Learning

Due to the levels of technical knowledge required of people working in the automotive sector, apprentices are entitled to receive appropriate learning away from the work place, where they gain the underpinning knowledge they will need and develop their skills.

Organising Learning

Further to the paragraph above, it is unlikely that all the components of the framework could be on-the-job in the workplace. Continuous on-the-job training could only be provided if an employer had a successful track record of delivering NVQs and is fully aware of all health, safety and welfare considerations. These apprentices will also need to take the tests associated with the technical certificates.

Therefore, an apprentice should expect to take part in some sort of off the job-learning programme. Acceptable patterns of delivering learning would be a continuous block of off-the-job training in a workshop and classroom series of shorter blocks of off-the-job training together with periods of work based learning on an employer's premises '3-days off, 2-days on' pattern (or vice versa) day release programme where the apprentice spends time with a learning provider.

Learning providers and employers will need to work together to manage how the time is organised. Together they should explore innovative ways for the apprentice to learn, where they take advantage of distance learning packages, work based learning and day release programmes. Apprentices should be able to learn at work, away from work and through the use of a computer where they have access to distance learning materials. The aim must be to develop the apprentice and at the same time meets the needs of employers. Through this kind of cooperation, employers should be more willing to take part in apprentice programmes if they are able to play an active part in the decision making process and are able to see the apprentice develop their knowledge and skills.

Health and Safety

Health and safety applies to the apprentices themselves, learning providers and employers.

Apprentices

All apprentices must cover health and safety issues during the induction period and this must form part of ERR. The aim must be to for them to begin to develop an understanding of they can protect themselves and others in the workplace. This is then developed through the learning programme and through the assessment of the technical certificates and the NVQs.

The following checklist must be covered in the young person's induction or as a part of the safety training provided by the employer:

- The company's health and safety policy
- Named relevant personnel
- Emergency evacuation procedures
- Prohibited areas
- Instruction in the use of personal protective equipment
- Instruction relating to manual lifting and handling
- Colour-coded workshop services and warning signs
- Accident reporting procedure
- Risk assessment of relevant processes and how they are carried out

They must also be aware of and comply with any additional Health and Safety procedures laid down by their employer and learning provider, especially if they are working in a hazardous environment.

Learning Providers

Learning providers must provide a safe learning environment when the apprentices are taking part in off the job training. Learning providers are also required to make a health and safety assessment of any work places where they organise work experience places.

Employers

Employers must provide apprentices with a safe working environment when they are at work or on a work experience placement. Employers must demonstrate an awareness and compliance with, legislation relating to the Health and Safety at Work Act 1974, the Working Time Regulations 1998 and any other relevant legislation.

As part of their statutory responsibilities under the Management of the Health and Safety at Work Regulations 1999, employers must assess the risk to the individual before they start work take into account the lack of inexperience, awareness of existing or potential risks and the immaturity of the apprentice address any factors that arose from a risk assessment of the workplace determine if a young person should be prohibited from certain work activities, except where it is necessary for their training make sure that apprentices are supervised by a competent person check their employer's liability insurance to ensure that no exclusions apply.

Apprentices must be provided with protective clothing and equipment at all times both at work and away from the workplace that is appropriate to what the apprentice is doing at the time.

Equality and Inclusion

Automotive Skills apprenticeship frameworks are equal opportunities programmes open to everyone irrespective of gender, race, creed or disability.

Employers are encouraged to put in place recruitment practices that are underpinned by equality of opportunity so they will benefit from making the best use of human resources selecting from an unrestricted pool of talent the creation of a more flexible workforce a workforce, which is representative of the local community an improved corporate image.

All of the partners connected with the delivery of Automotive Skills apprenticeships must ensure that equality of opportunity is inherent in their practices and reflects consistency, efficiency and fairness.

Learning providers should have a written policy confirming their commitment to equality of opportunity for all the apprentices, as well as their own staff. A programme of action for implementing and monitoring the policy, for which a named individual accepts responsibility, should accompany this. In carrying this out, organisations need to demonstrate that they take positive steps in the implementation of their equal opportunities policy, in respect of all of the activities they are contracted to deliver.

The key stages where an equal opportunities policy must be seen to function are:

- Promotion and marketing
- Recruitment and selection
- The apprentice in-company
- The delivery of training and assessment.

The aim is to have a recruitment policy that is open to anybody between the ages of 16 and 24, regardless of gender, ethnic origin, religious belief, sexual orientation or disability.

Automotive Skills is aware that women, members of ethnic communities and disabled peoples are underrepresented in the industry. These issues are being addressed across everything we do, where we are currently developing our strategic and business plan. We are for example developing careers guidance material, HR policies and are working with employers to help them improve their recruitment practices. Over time we will collect case studies of best practice, disseminate good ideas through the networks we are beginning to establish and will develop practical tools and training programmes to change behaviour and attitudes in the sector. This is part of a long-term business plan.

Certification

Successful apprentices will receive an appropriate apprenticeship completion certificate from Automotive Skills. This is a separate certificate from the NVQ certificate, the technical certificate and any key skills certificates that will have been issued by one of our awarding body partners. Automotive Skills is responsible for issuing the apprenticeship completion certificate in accordance with a process agreed with the LSC.

The learning provider will apply for a certificate on behalf of the apprentice and will provide evidence that all the requirements of the framework have been met.

Marketing and Promotion

Automotive Skills has developed a careers strategy to promote the industry and attract and retain recruits.

Numerous materials have been developed such as a CD ROM to introduce the industry to young people. This is backed up by a series of brochures and leaflets. All this material describes all the different sectors within the industry, apprenticeship programmes and progression routes that people can use to develop their careers.

We also produce a careers magazine in partnership with the Independent Newspaper entitled Career Driven, which is sent to all schools and Connexions Offices.

We also have a careers help line, which we run in partnership with learndirect:

Automotive Skills Help Line: 0800 093 1777

For the latest on careers information click on the following link:
<http://www.automotive-skills.org.uk/auto/control/Careers>

Good Practice

All sorts of activities carried out by organisations running apprenticeship programmes can create good practice. What follows is a minimum expectation.

Mentoring

Young people often benefit from having someone to talk to during their training and this increases the chances of them successfully completing their apprenticeship.

Organisations gain because they are not only able to retain the apprentices, but may also find this a useful way of offering personal development to experienced members of staff, who would like to develop their listening, coaching and feedback skills.

To run a mentoring programme for young people is good practice.

Complaints Procedure

Occasionally apprentices may wish to make a formal complaint or grievance during their training. All apprentices:

- have the right to complain
- have the right to investigation of genuine complaints
- must be informed of the complaint procedure by their provider
- must be informed of the outcome of their complaint.

Learning providers and employers are advised to have in place a complaints procedure. Learning providers must ensure that apprentices are fully informed of the complaints procedures and are given every support throughout the complaint process. The LSC/NCS will expect the apprentice to have exhausted the provider's complaints process before approaching them unless the provider is being unreasonable.

In addition, awarding bodies will expect all approved centres officering their qualifications to have in place a complaints procedure in case candidates believe they have been treated unfairly during an assessment.

Termination of the Apprenticeship

If an apprenticeship fails through reasons of redundancy or a breakdown of the employer-apprentice relationship, the employer's terms and conditions of employment will apply.

If this does happen then every effort must be made to provide another apprenticeship so the apprentice can complete their learning programme.

Individual Training Plans

All apprentices must be given a training plan. As a minimum this individual a training plan must include:

- modern apprentice's personal details:
- educational attainment
- existing qualifications
- career aspirations
- programme details:
- named personnel responsible when on-the-job and off-the-job elements are planned
- learning strategies
- assessment and performance review procedures
- mandatory and non-mandatory programme outcomes
- apprentice's complaint procedure
- details on the induction

LSCs provide standard training plans for people to use.