

**Pearson**  
**BTEC Level 4 HNC Diploma in**  
**Automotive Diagnostics and**  
**Management Principles (QCF)**

**Specification**

BTEC Higher National

March 2015

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

This qualification forms part of the Higher Apprenticeship framework.

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## **Pearson BTEC Level 4 HNC Diploma in Automotive Diagnostics and Management Principles (QCF)**

The Qualifications and Credit Framework (QCF) was introduced to replace the National Qualifications Framework (NQF). It recognises achievement through the award of credit for units and qualifications, working at all levels between Entry level and level 8.

BTEC HNCs (Higher National Certificates) are now at level 4 and are a minimum of 120 credits in size.

The qualification remains as an Intermediate level qualification on the Framework for Higher Education Qualifications (FHEQ).

Progression to BTEC Higher Nationals continues to be from level 3 qualifications and progression from BTEC Higher Nationals will normally be to qualifications at level 6. Learners' progression routes do not necessarily involve qualifications at every level.

The HNC can be taken as a stand-alone qualification.

When a learner enrolls for a HNC they will be eligible to gain a grade for the HNC.

Existing NQF Higher National units achievement can count towards the QCF BTEC Higher Nationals.

# BTEC Higher Nationals within the QCF, NQF and FHEQ

QCF/NQF/ FHEQ level	Progression opportunities and examples of qualifications within each level
8	PhD/DPhil Professional doctorates (credit based), e.g. EdD
7	Master's degrees Postgraduate diplomas Postgraduate Certificate in Education (PGCE)
6	Bachelor's degrees, e.g. BA, BSc Professional Graduate Certificate in Education Graduate certificates and diplomas
5	<b>BTEC HNDs</b> (Higher National Diplomas) Foundation Degrees, e.g. FdA, FdSc Diplomas of Higher Education (Dip HE)
4	<b>BTEC HNCs</b> (Higher National Certificates) Certificates of Higher Education (Cert HE) Level 4 National Vocational Qualifications (NVQs)
3	BTEC Level 3 Extended Diplomas BTEC Level 3 Diplomas BTEC Level 3 Subsidiary Diplomas BTEC Level 3 Certificates GCE Advanced Level Level 3 NVQs Advanced Diplomas

## **UNITS**

**The units for the Pearson BTEC Level 4 HNC Diploma in Automotive Diagnostics and Management Principles (QCF) are on the CD ROM that accompanies this specification and on our website.**

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# Qualification titles covered by this specification

## **Pearson BTEC Level 4 HNC Diploma in Automotive Diagnostics and Management Principles (QCF)**

This qualification has been accredited to the Qualifications and Credit Framework (QCF). The Qualification Number (QN) for this qualification is listed below.

The qualification title is as it will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

The Quality Assurance Agency for Higher Education (QAA) has produced guidelines for centres in preparing programme specifications (reference *Guidelines for preparing programme specifications: UK Quality Code for Higher Education, Part A Chapter A3.*)

## Qualification Numbers

The Qualifications and Credit Framework (QCF) code is known as a Qualification Number (QN). Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The QN for the qualification in this publication is:

600/5636/8 Pearson Level 4 HNC Diploma in Automotive Diagnostics and Management Principles (QCF)

# Introduction

This specification contains the units and associated guidance for the Pearson BTEC Level 4 HNC Diploma in Automotive Diagnostics and Management Principles (QCF).

Each unit sets out the required learning outcomes, assessment criteria and content and may also include advice regarding essential delivery and assessment strategies.

This document also contains details of the teaching, learning, assessment and quality assurance of these qualifications. It includes advice about our policies regarding access to our qualifications, the design of programmes of study and delivery modes.

## Structure of the qualification

### **Pearson BTEC Level 4 HNC**

The Pearson BTEC Level 4 HNC Diploma in Automotive Diagnostics and Management Principles (QCF) is a qualification with a minimum of 120 credits of which 45 are mandatory core.

The BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

# Rules of combination for BTEC Level 4 Higher National qualification

The rules of combination specify the:

- total credit value of the qualification
- minimum credit to be achieved at the level of the qualification
- mandatory core unit credit
- specialist unit credit
- maximum credit that can be centre devised or imported from other QCF BTEC Higher National qualifications.

When combining units for a BTEC Higher National qualification it is the centre's responsibility to ensure that the following rules of combination are adhered to:

## **Pearson BTEC Level 4 HNC Diploma in Automotive Diagnostics and Management Principles (QCF)**

- 1 Qualification credit value: a minimum of 120 credits
- 2 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.
- 3 Mandatory core unit credit: 30 credits.
- 4 Specialist unit credit: 90 (120–30) credits.
- 5 A maximum of 30 credits can be centre devised or imported from other QCF BTEC Higher National qualifications to meet local needs. Level rules and mandatory core units must not be changed.



## Structure of the Pearson BTEC Level 4 HNC Diploma in Automotive Diagnostics and Management Principles (QCF)

Unit number	URN	Mandatory core units – Learners must complete both units for a total of 30 credits	Unit level	Unit credit	GLH
1	H/601/1375	Vehicle Fault Diagnosis	4	15	60
2	T/601/1364	Vehicle Electronics	4	15	60
		<b>Specialist units – Learners must complete units for a total credit value of 90 credits. <u>A minimum of 45 credits must be taken at level 4</u></b>			
3	D/601/1374	Vehicle Systems and Technology	5	15	60
4	A/601/1494	Engine and Vehicle Design and Performance	5	15	60
5	L/601/1371	Plan and co-ordinate Vehicle Maintenance	5	15	60
6	D/503/1145	Customer Service In Vehicle Operations	4	15	60
7	T/503/1149	Quantitative Techniques for Vehicle Operations	4	15	60
8	L/601/0950	Managing Communications Knowledge and Information	4	15	60
9	J/601/0946	Managing Business Activities to Achieve Results	4	15	60
10	M/601/0908	Working with and Leading People	5	15	60

**The BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.**

# Key features

BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate. This qualification forms part of the Higher Apprenticeship framework.

They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding.

The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows direct progression to employment.

A key progression path for BTEC HNC learners is to the second or third year of a degree or honours degree programme, depending on the match of the BTEC Higher National units to the degree programme in question.

*The Pearson BTEC HNC in Automotive Diagnostics and Management Principles (QCF)* offers a progression route to the professional qualifications offered by the Institute of the Motor Industry (IMI) and has been especially designed for the IMI Level 4 Higher Apprenticeship.

*The Pearson BTEC Higher National in Automotive Diagnostics and Management Principles (QCF)* has been developed to focus on:

- the education and training of vehicle operations managers/technicians who are employed at a professional level in a variety of types of management/technical work, such as master/senior technicians or workshop controllers
- providing opportunities for learners to focus on the development of the higher level skills in a technological and management context
- providing opportunities for learners to develop a range of skills and techniques essential for successful performance in working life.

The qualification meets the above aims by:

- developing a range of skills, techniques and personal attributes essential for successful performance in working life, thereby enabling learners to make an immediate contribution to employment at the appropriate professional level
- preparing learners for a range of technical and management careers in the vehicle operations sector
- equipping individuals with knowledge, understanding and skills for success in employment in the automotive retail industry.

## Progression from the BTEC Level 4 HNC

*The Pearson BTEC Level 4 HNC in Automotive Diagnostics and Management Principles (QCF)* provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the Automotive retail sector and also offers particular specialist emphasis through the choice of specialist units.

BTEC Level 4 HNCs provide a nationally recognised qualification offering career progression and professional development for those already in employment and opportunities to progress into higher education. The qualifications are primarily

undertaken by part-time learners studying over two years. In some sectors there are opportunities for those wishing to complete an intensive programme of study in a shorter period of time.

This specification gives centres a framework to develop engaging programmes for higher education learners who are clear about the area of employment that they wish to enter.

*The Pearson BTEC Level 4 HNC in Automotive Diagnostics and Management Principles (QCF)* offers a progression route for learners who are employed in the Automotive retail industry.

Learners studying the BTEC Level 4 HNC will be able to:

- achieve the knowledge component of the Level 4 Higher Apprenticeship
- progress to the Level 5 Higher Apprenticeship in Automotive Management and Leadership
- progress onto a Foundation degree for example, in Automotive Engineering or Automotive Technology
- progress onto Higher Education (HE) programmes such as MEng and BEng programmes in the Automotive retail industry.

## **Professional body recognition**

*The Pearson BTEC Higher National in Automotive Diagnostics and Management Principles (QCF)* has been developed with career progression and recognition by professional bodies in mind.

## **National Occupational Standards**

*Pearson BTEC Higher Nationals in Automotive Diagnostics and Management Principles (QCF)* are designed to relate to the National Occupational Standards in the Automotive retail sector at level 4, which in turn form the basis of the Institute of the Motor Industry (IMI) National Vocational Qualifications (NVQs). BTEC Higher Nationals do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

Some units in the *Pearson BTEC Higher National in Automotive Diagnostics and Management Principles (QCF)* relate to the Level 4 NOS in Maintenance and Repair, Management and Leadership NOS and the Level 4 NVQ in Business and Administration.

As the knowledge qualification component of the IMI Level 4 Higher Apprenticeship framework this *Pearson BTEC Higher National in Automotive Diagnostics and Management Principles (QCF)* complements the competence-based Level 4 Certificate in Advanced Automotive Diagnostics and Management Fundamentals (QCF) qualification, which underpins the Level 4 NOS in Maintenance and Repair.

*Annexe B* contains mapping of the Higher National units in this specification against relevant Level 4 NVQs/competence-based qualifications and NOS where appropriate.

## Qualification Frameworks for Higher National Diplomas

In England, Wales and Northern Ireland, BTEC HNC and HND Diplomas may either be awarded by degree-awarding bodies under a licence from Pearson (which allows them to devise, deliver and award Higher National qualifications themselves), or they may be awarded directly by Pearson, as an awarding body regulated by Ofqual. The majority of BTEC HNC and HND Diplomas are awarded by Pearson. Only those HNC and HND Diplomas that are awarded by degree-awarding bodies are included on the Framework for Higher Education Qualifications (FHEQ) (because this framework comprises qualifications awarded by degree-awarding bodies.) BTEC HNC and HND Diplomas awarded directly by Pearson are regulated qualifications at Level 4 and Level 5 on the Qualifications and Credit Framework (QCF) and the Credit and Qualifications Framework for Wales (CQFW) and are subject to the academic standards and regulations of Pearson and the requirements of the QCF and CQFW.

The QCF level descriptors have been used to describe the relative intellectual demand, complexity, depth of learning and learner autonomy associated with the level 4 or 5 level of learning and achievement.

QAA subject and qualification benchmark statements have been used to provide points of reference for each level.

Employers and higher education providers can expect that typical learners studying for the Pearson BTEC Higher Nationals in Automotive Diagnostics and Management Principles (QCF) should have developed certain higher level skills and abilities and studied a mandatory curriculum and selected optional specialist units. This detail is contained in the 'Qualification Requirements' in *Annexe A* of this specification.

# Teaching, learning and assessment

Learners must achieve a minimum of 120 credits (of which at least 65 must be at level 4) on their programme of learning to be awarded a BTEC Level 4 HNC.

The assessment of BTEC Higher National qualifications is criterion-referenced and centres are required to assess learners' evidence against published learning outcomes and assessment criteria.

All units will be individually graded as 'pass'. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

The units in BTEC Higher National qualifications all have a standard format which is designed to provide guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards.

## Unit format

Each unit is set out in the following way.

### Unit title, unit code, QCF level and credit value

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance.

Each unit is assigned a level, indicating the relative intellectual demand, complexity and depth of study, and learner autonomy. All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Each unit in BTEC Higher National qualifications has a credit value which specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit. Learners will be awarded credits for the successful completion of whole units.

### Aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

## Unit abstract

The unit abstract gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit abstract also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## Learning outcomes

The learning outcomes identify what each learner must do in order to pass the unit. Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit. Learners must achieve all the learning outcomes in order to pass the unit.

## Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of relevant National Occupational Standards (NOS) where appropriate.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

The information below shows how unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is given in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content that must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in roman text and amplify the sub-heading. The elements must also be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.
- 'e.g.' precedes a list of examples used for indicative amplification of an element (that is, the content specified in this amplification that could be covered or that could be replaced by other, similar material).

It is not a requirement of the unit specification that all of the content is assessed.

## Learning outcomes and assessment criteria

Each unit contains statements of the evidence that each learner should produce in order to receive a pass.

## Guidance

This section provides additional guidance and amplification related to the unit to support tutors/deliverers and assessors. Its subsections are given below.

- *Links* – sets out possible links between units within the specification. Provides opportunities for the integration of learning, delivery and assessment. Links to relevant National Occupational Standards and Professional Bodies Standards will be highlighted here.
- *Essential requirements* – essential, unique physical and/or staffing resources or delivery/assessment requirements needed for the delivery of this unit are specified here.
- *Employer engagement and vocational contexts* – this is an optional section. Where relevant it offers suggestions for employer contact to enhance the delivery of the unit.

These subsections should be read in conjunction with the learning outcomes, unit content, assessment criteria and the generic grade descriptors.

The centre will be asked to ensure that essential resources are in place when it seeks approval from to offer the qualification.

## Learning and assessment

The purpose of assessment is to ensure that effective learning has taken place of the content of each unit. Evidence of this learning, or the application of the learning, is required for each unit. The assessment of the evidence relates directly to the assessment criteria for each unit, supported by the generic grade descriptors.

The process of assessment can aid effective learning by seeking and interpreting evidence to decide the stage that learners have reached in their learning, what further learning needs to take place and how best to do this. Therefore, the process of assessment should be part of the effective planning of teaching and learning by providing opportunities for both the learner and assessor to obtain information about progress towards learning goals.

The assessor and learner must be actively engaged in promoting a common understanding of the assessment criteria and the grade descriptors (what it is they are trying to achieve and how well they achieve it) for further learning to take place. Therefore, learners need constructive feedback and guidance about how they may improve by capitalising on their strengths and clear and constructive comments about their weaknesses and how these might be addressed.

Assessment instruments are constructed within centres. They should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors.

It is advised that assessment criteria and contextualised grade descriptors are clearly indicated on each assessment instrument to provide a focus for learners (for transparency and to ensure that feedback is specific to the criteria) and to assist with internal standardisation processes. Tasks/activities should enable learners to produce evidence that relates directly to the assessment criteria and grade descriptors.

When centres are designing assessment instruments, they need to ensure that the instruments are valid, reliable and fit for purpose, building on the application of the assessment criteria. Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. **The creation of assessment instruments that are fit for purpose is vital to achievement.**

## **Overall qualification grade**

### **Pass qualification grade**

Learners who achieve the minimum eligible credit specified by the rule of combination will achieve the qualification at pass grade.

## **Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

For full guidance about Pearson's policy on RPL, please see our *Recognition of Prior Learning Policy and Process* on our website.



# Quality assurance of BTEC Higher Nationals

Pearson's quality assurance system for all BTEC higher level programmes on the QCF at levels 4–7 will ensure that centres have effective quality assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The quality assurance process for centres offering BTEC higher-level programmes on the QCF at levels 4–7 comprises three key components.

## 1) Approval process

Centres new to the delivery of this programme will be required to seek approval through the existing qualification and centre approval process. Prior to approval being given, centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment
- understand the implications for independent assessment and agree to abide by these
- have a robust internal assessment system supported by 'fit for purpose' assessment documentation
- have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites.

Such applications have to be supported by the head of the centre (principal, chief executive etc). and include a declaration that the centre will operate the programmes strictly as approved and in line with Pearson requirements.

## 2) Monitoring of internal centre systems

Centres will be required to demonstrate ongoing fulfilment of the centre approval criteria over time and across all programmes. The process that assures this is external examination, which is undertaken by Pearson's external examiners. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting learner registrations, appeals, effective internal examination and standardisation processes. Where appropriate, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's satisfaction.

Pearson will affirm, or not, the ongoing effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied in order to assist the centre in correcting the problem.

### **3) Independent assessment review**

The internal assessment outcomes reached for all Pearson BTEC higher-level programmes on the Qualifications and Credit Framework at levels 4-7 are subject to an independent assessment review by a Pearson-appointed external examiner.

The outcomes of this process will be to:

- confirm that internal assessment is to national standards and allow certification

or

- make recommendations to improve the quality of assessment outcomes before certification is released

or

- make recommendations about the centre's ability to continue to be approved for the qualifications in question.

### **Additional arrangement for ALL centres**

Regardless of the type of centre, Pearson reserves the right to withdraw either qualification or centre approval when it deems there is an irreversible breakdown in the centre's ability to quality assure its programme delivery or its assessment standards.

### **Quality assurance model for delivery of the qualification within and outside of the Higher Apprenticeship**

For the qualification in this specification, the Pearson quality assurance model will be:

- an annual visit from a Pearson-appointed external examiner to sample internal verification and assessor decisions for units and to review centre-wide quality assurance systems.

For further details go to the UK BTEC Quality Assurance Handbook on our website.

# Programme design and delivery

BTEC Higher National qualifications consist of mandatory core units and specialist units. The specialist units are designed to provide a specific focus to the qualification. Required combinations of specialist units are clearly set out in relation to each qualification in the defined qualification structures provided in this document.

In BTEC Higher National qualifications each unit's credit value usually consists of multiples of 5 credits. Most units are 15 credits in value. These units have been designed from a learning time perspective. **Each 15-credit unit approximates to a learning time of 150 hours.**

The BTEC Level 4 HNCs, which are accredited onto the QCF, will require approximately 480 GLH.

Within the information relating to these units on the QCF, each 15-credit unit has been allocated a figure of 60 GLH to help guide centres (other units with smaller or larger credit values have figures calculated on a pro rata basis). Centres delivering these qualifications are required to use their professional expertise in their design and delivery within the overall guided learning hours for the qualification.

Guided learning hours are defined as all the time when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops.

Learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria. It should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place. It does not include time spent by staff in day-to-day marking of assignments where the learner is not present.

Centres are advised to consider this definition when planning the programme of study associated with this specification.

## Mode of delivery

Pearson does not define the mode of study for BTEC Higher National qualifications. Centres are free to offer the qualification(s) using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Our 'Distance Learning' and 'Distance Assessment' policies are given on our website.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. Assessment instruments based on learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the BTEC Higher National qualification by:

- liaising with employers to ensure that the course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experiences of work and life that learners bring to the programme.

## Resources

BTEC Higher National qualifications are designed to prepare learners for employment in specific industry sectors.

Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and, therefore, should normally be of industry standard.

Staff delivering programmes and conducting the assessments should be familiar with current practice, legislation and standards used in the sector concerned.

Centres will need to meet any specialist resource requirements when they seek approval from Pearson.

Please refer to the *Essential requirements* section in individual units for specialist resource requirements.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the BTEC Higher National qualification. Specifications contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activities within the sector. Maximum use should be made of the learner's experience.

# Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- qualifications should be available to everyone who is capable of reaching the required standards
- qualifications should be free from any barriers that restrict access and progression
- there must be equal opportunities for everyone wishing to access the qualification.

Centres are required to recruit learners to BTEC Higher National qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to level 4 or level 5 qualifications. For learners who have recently been in education, the entry profile is likely to include one of the following:

- a GCE level profile that demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A\* to C.
- other related level 3 vocational or academic qualifications
- an Access to Higher Education Certificate received from an approved further education institution
- related work experience.

Mature learners may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector.

## Restrictions on learner entry

The BTEC Higher National qualifications are accredited on the QCF for learners aged 18 years and over.

## **Equality Act 2010 and Pearson equality policy**

Equality and fairness are central to our work. Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and our qualifications are required to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of qualifications, disadvantaged in comparison with learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for learners with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, available on our website.

An adjustment may not be considered reasonable if it involves unreasonable costs and/or timeframes or affects the security or integrity of the assessment.

There is no duty on awarding organisations to make any adjustment to the Assessment Objectives being tested in an assessment.

## **English language expectations**

Centres delivering BTEC level 4 to 7 programmes are expected to ensure that all learners who are non-native English speakers or who have not studied the final two years of school in English, can demonstrate capability in English at a standard commensurate with:

- IELTS 5.5, with a minimum of 5.0 being awarded on individual sections for a level 4 or 5 qualification
- IELTS 6.5 for a level 6 or 7 qualification

Pearson's Standard Verifiers (EE) will expect centres to demonstrate that their learners meet these expectations.

## **Professional body contact details**

The Institute of the Motor Industry (IMI)  
Fanshaws  
Brickendon  
Hertford SG13 8PQ

Telephone: 01992 511521  
Email: [comms@theimi.org.uk](mailto:comms@theimi.org.uk)  
Website: [www.theimi.org.uk](http://www.theimi.org.uk)

## **How to obtain National Occupational Standards**

The related National Occupational Standards for the Pearson BTEC Level 4 HNC Diploma in Automotive Diagnostics and Management Principles (QCF) can be obtained from:

The Institute of the Motor Industry (IMI)  
Fanshaws  
Brickendon  
Hertford SG13 8PF

Telephone: 01992 511521  
Email: [comms@theimi.org.uk](mailto:comms@theimi.org.uk)  
Website: [www.theimi.org.uk](http://www.theimi.org.uk)

CfA business skills @ work  
Unit 6  
Graphite Square  
Vauxhall Walk  
London SE11 5EE

Telephone: 020 7091 9620  
Website: [www.cfa.uk.com](http://www.cfa.uk.com)





# Annexe A

## Qualification Requirements

### Rationale

The BTEC HNC using the title Automotive Diagnostics and Management Principles should be developed to focus on:

- the education and training of vehicle operations managers/technicians who are employed at a professional level in a variety of types of management/technical work, such as master/senior technicians or workshop controllers
- providing opportunities for learners to focus on the development of the higher level skills in a technological and management context
- providing opportunities for learners to develop a range of skills and techniques essential for successful performance in working life.

### Aims of the qualification

*The Pearson BTEC Level 4 HNC in Automotive Diagnostics and Management Principles (QCF)* meets the needs of the above rationale by:

- developing a range of skills, techniques and personal attributes essential for successful performance in working life, thereby enabling learners to make an immediate contribution to employment at the appropriate professional level
- preparing learners for a range of technical and management careers in the vehicle operations sector
- equipping individuals with knowledge, understanding and skills for success in employment in the automotive retail industry.

### Mandatory curriculum

The mandatory curriculum will give learners the opportunity to build on previous attainment while allowing them to progress and study a selection of optional curriculum. It will display the following features:

- an appreciation of the main aspects of vehicle parts management and the techniques and principles involved in vehicle diagnosis
- advanced aspects of vehicle electronics and computerised systems found on modern vehicles.

### Optional Curriculum

The optional curriculum will allow learners to build on learning within the mandatory curriculum. It will display the following features:

- fundamental analytical knowledge and technique used for analysis, modelling and solution of realistic engineering problems with vehicle operations.
- the introduction of concepts and techniques concerned with managing quality in the vehicle operations sector
- an opportunity to experience techniques and processes concerned with managing people and resources

- the skills required for vehicle fleet operations including reporting defects, checking vehicle roadworthiness, maintenance planning and vehicle inspection
- aspects of fleet operation including vehicle costing, charges and maintenance
- an introduction to the main aspects of business law and legislation relating to the vehicle operations sector
- principles of customer service and its management within vehicle operations
- an awareness of the principles of health and safety planning and implementation in a vehicle operations environment.

### **Entry prerequisites**

The fundamental principles of Pearson's policy are:

- qualifications should be available to everyone who is capable of reaching the required standards
- qualifications should be free from barriers which restrict access and progression
- equal opportunities exist for all

Nevertheless it is the responsibility of the centre to recruit with integrity. Centres should therefore:

- provide applicants with appropriate information and advice
- identify applicants' needs
- select on the basis of each applicant's previous qualifications and experience

BTEC Higher National programmes are intended primarily for those who are in, or plan to enter, employment and who have reached the minimum age of 18. Learners who enter with at least one of the following are likely to benefit more readily from the programme:

- a GCE level profile that demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A\* to C.
- other related level 3 vocational or academic qualifications
- an Access to Higher Education Certificate received from an approved further education institution
- related work experience.

### **Higher level skills and abilities**

Learners will be expected to develop the following skills during the programme of study:

- analyse, synthesise and summarise information critically
- read and use appropriate information with a full and critical understanding
- think independently, solve problems and devise innovative solutions
- take responsibility for their own learning and recognise their own learning style
- apply subject knowledge and understanding to address familiar and unfamiliar problems
- design, plan, conduct and report on investigations

- communicate effectively, orally and in writing, using a range of media widely found in business
- effectively use communication and information technology for business applications
- perform effectively within a team environment including leadership and team building
- communicate the results of their study and other work accurately and reliably using a range of specialist techniques
- identify and address their own major learning needs within defined contexts and undertake guided, further learning in new areas.
- apply their subject-related and transferable skills in contexts where the scope of the task and the criteria for decisions are generally well defined but where some personal responsibility and initiative is required.



# Annexe B

## National Occupational Standards (NOS)

### Mapping against the Pearson Level 4 Certificate in Advanced Automotive Diagnostics and Management Fundamentals (QCF) competence-based qualification, Level 4 NOS in Maintenance and Repair, NOS in Management and Leadership

The grid below maps the knowledge covered in the Pearson Level 4 Certificate in Advanced Automotive Diagnostics and Management Fundamentals (QCF) competence-based qualification, Level 4 NOS in Maintenance and Repair, Level 4 NOS in Management and Leadership against the underpinning knowledge of the Pearson BTEC Higher National in Automotive Diagnostics and Management Principles (QCF)

HNC unit titles	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
<b>NOS unit titles and NVQ titles</b>										
Level 4 Certificate in Advanced Automotive Diagnostics and Management Fundamentals:										
MR14K	#	#								
MR14C	#	#								
MR15K		#	#	#				#		
MR15C		#	#	#				#		
MR18K		#	#			#				
MR18C		#	#			#				
AMA02L3					#		#		#	
AMA03L3									#	
AMA05L3										#
Level 4 NOS in Maintenance and Repair:										
LV06	#									

<b>HNC unit titles</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>
<b>NOS unit titles and NVQ titles</b>											
NOS in Management and Leadership:											
M&LA3	Develop your personal networks								#		
M&LB1	Develop and implement operational plans for your area of responsibility									#	
M&LB6	Provide leadership in your area of responsibility								#		
M&LB8	Ensure compliance with legal, regulatory, ethical and social requirements									#	
M&LB11	Promote equality of opportunity and diversity in your area of responsibility								#		
M&LC2	Encourage innovation in your area of responsibility									#	
M&LC4	Lead Change									#	
M&LC5	Plan Change									#	
M&LC6	Implement change									#	
M&LD2	Develop productive working relationships with colleagues and stakeholders								#		#
M&LD3	Recruit, select and keep colleagues										#

<b>HNC unit titles</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>	<b>Unit 7</b>	<b>Unit 8</b>	<b>Unit 9</b>	<b>Unit 10</b>
<b>NOS unit titles and NVQ titles</b>											
M&LD6	Allocate and monitor the progress and quality of work in your area of responsibility										#
M&LD7	Provide learning opportunities for colleagues										#
M&LD10	Reduce and manage conflict in your team										#
M&LE6	Ensure health and safety requirements are met in your area of responsibility									#	
M&LE10	Take effective decisions								#		
M&LF3	Manage business decisions								#	#	

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