Edexcel Level 5 Diploma in Automotive Management and Leadership (QCF)

Specification

Edexcel competence-based qualification

For first registration September 2012

PEARSON

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Contents

Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 5 Diploma in Automotive Management and Leadership (QCF):

Qualification title	Qualification Number (QN)	Accreditation start date
Edexcel Level 5 Diploma in Automotive Management and Leadership (QCF)	600/5604/6	01/09/2012

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. They will also appear on the Learning Aim Reference Application (LARA), where relevant.

You should use the QCF Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference number will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

Key features of the Edexcel Level 5 Diploma in Automotive Management and Leadership (QCF)

This qualification:

- is nationally recognised
- is based on National Occupational Standards (NOS). The NOS, assessment requirements, strategy and qualification structure are owned by the Sector Skills Council, The Institute of the Motor Industry (IMI).

The Edexcel Level 5 Diploma in Automotive Management and Leadership (QCF) has been approved as a component for the Higher Level Apprenticeship framework.

What is the purpose and benefits of this qualification?

This qualification provides a progression pathway for Level 2 and Level 3 technicians who wish to progress into first line management, whilst retaining their involvement with the technical aspects of maintenance and repair.

The benefits of the qualification include:

- contributing to increasing the number of existing staff qualified at Level 5
- attracting more applicants from under-represented groups into middle-management posts at Level 5
- developing learners' problem solving, communication, team working, literacy, numeracy and ICT skills, which are a priority for the automotive retail industry
- providing opportunities for career progression within the automotive retail industry.

Who is this qualification for?

This qualification is for all learners aged 18 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualification(s).

What are the potential job roles for those working towards this qualification?

- Sales manager

- Parts manager

- Service manager

- Aftersales manager

- Body shop manager

What progression opportunities are available to learners who achieve this qualification?

Learners can progress on to a range of Management and other Professional qualifications at Level 6 and above; higher education to undertake management, business or other qualifications, including degrees or master's degrees in Management and Leadership, Business and Business Management; further employment opportunities within their current job role/alternative job roles; and specialised qualifications providing additional technical knowledge.

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 5 Diploma in Automotive Management and Leadership (QCF)?

Individual units can be found in the *Units* section.

To achieve this qualification learners must achieve 43 credits; a total of 37 credits from 12 mandatory specialist units (Group A), and a minimum of 6 credits from optional units (Group B), ensuring all components are achieved.

Unit number	URN	Unit title	Level	Credit	GLH
Mandatory specialist units - Group A					
1	H/503/4113	Create a Winning Culture in an Automotive Environment	5	4	19
2	K/503/4114	Automotive Risk Management and Other Legal Requirements	5	4	16
3	M/503/4115	Use Automotive Business Information to Monitor and Control a Business Area	5	4	20
4	A/503/4117	Organise Effective Automotive Systems and Operations	5	3	16
5	J/503/4119	Provide Leadership Within the Automotive Environment	5	3	16
6	A/503/4120	Engage the Automotive Workforce in Business Operations	5	3	14
8	L/503/4123	Achieve Results Through People in the Automotive Environment	5	4	20
10	H/503/4127	Manage a Customer Driven Culture in an Automotive Environment	5	3	12
13	H/503/4130	Manage Cross Business Processes and Priorities in an Automotive Environment	5	3	18
14	K/503/4131	Take Informed and Decisive Actions in an Automotive Environment	5	2	9

Unit number	URN	Unit title	Level	Credit	GLH
Mandatory specialist units - Group A					
15	M/503/4132	Demonstrate a Positive Approach to Problems and Issues in an Automotive Environment	5	2	12
16	T/503/4133	Manage Own and Organisational Learning in an Automotive Environment	5	2	10

Unit number	Unit reference number	Unit title	Level	Credit	GLH
Optional units – Group B: Learners must achieve a minimum of 6 credits					
7	F/503/4121	Recruit and Select the Right People for the Automotive Industry	5	3	14
9	D/503/4126	Adapt Plans in Response to Changes in the Automotive Market	5	4	20
11	K/503/4128	Improve Sales in an Automotive Environment	5	3	18
12	M/503/4129	Develop and Manage Business Plans and Budgets for an Automotive Environment	5	5	32

How is the qualification graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes

- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion

- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace or

- in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or

- as part of a training programme.

Assessment strategy for Vocational Competencey qualifications (VCQs)

The assessment strategy for this competence qualification has been included in *Annexe D*. They have been developed by the Institute of the Motor Industry (IMI) in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

- Assessment

- Evidence requirements for VCQ

- Rules of combination

- Workplace assessment/simulation

- Realistic Working Environment

- Expert witnesses

- Remote observation

- Assessor requirements

- Internal verifier requirements

- Multi discipline assessors

- External verifier requirements

- External quality control of assessment

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role

- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace

- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification

- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)

- outcomes from oral or written questioning (Q&A)

- products of the learner's work (P)

- personal statements and/or reflective accounts (RA)

- outcomes from simulation, where permitted by the assessment strategy (S)

- professional discussion (PD)

- assignment, project/case studies (A)

- authentic statements/witness testimony (WT)

- expert witness testimony (EWT)

- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required?

Each qualification is designed to support learners working in the automotive retail sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:

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

Unit code:

> This is the unit owner's reference number for the specified unit.

Unit reference number:

> This code is a unique reference number for the unit.

QCF level:

> All units and qualifications within the QCF 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 NOS and/or other sector/professional.

Credit value:

> All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.

Guided learning hours:

> A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.

Unit summary:

> This provides a summary of the purpose of the unit.

Assessment requirements:

> The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.

Recording of evidence:

> Details how evidence can be recorded.

Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.

> Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.

> The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.

> Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.

Units

Unit 1: Create a Winning Culture in an Automotive Environment

Unit code: AMA01L5

Unit reference number: H/503/4113

QCF level: 5

Credit value: 4

Guided learning hours: 19

Unit summary

This unit is about the practical skills a middle manager in an automotive retail environment needs to create a winning culture that supports the company's values and vision. The ability to live the vision and values, communicate these to others, inspire their support and change behaviour if necessary, is critical. Building team spirit, a common sense of purpose, the encouragement of creativity, innovation and diversity is also included.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe D*) and adhere to the following Unit Assessment Requirements developed for the unit:

1. You must provide evidence from your work as a middle manager that you have consistently achieved **all** the learning outcomes, to the standard shown in the assessment criteria.

2. There should be evidence in the form of products of your work, for example:

    – emails and other correspondence with senior managers, colleagues, customers and team members

    – notes or recordings of team meetings or meetings with senior managers, colleagues and customers

    – presentations to colleagues/team members or customers on the company's vision and values

    – notes or recordings of meetings with individual team members to support their understanding of company values and vision

    –

    These products may be presented or shown during the course of a Professional Discussion between the assessor and the candidate.

3. Products of work **must** be supplemented by:
   – testimony from senior managers, colleagues, customers and team members to gain a 360 view of candidate performance
   – a reflective account written or spoken by yourself, perhaps in the form of a presentation or as part of a professional discussion showing how your products of work demonstrate that you have achieved the learning outcomes

4. You must be observed by your assessor on at least **2** occasions interacting with team members in a way that demonstrates your ability to foster a winning culture in automotive retail.

5. Simulation is not allowed for this unit.

Evidence for all learning outcomes must be drawn from actual performance in the workplace and must include that drawn from direct reports and colleagues at a higher level in the organisation.

Work roles applicable to this unit are:

- branch managers
- managers with group functional responsibilities
- general managers

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to communicate company values and vision to others	1.1	Demonstrate company values through own personal behaviour, actions and words			
		1.2	Communicate company values and vision in a way that generates enthusiasm and commitment			
		1.3	Motivate and support others to put company values and vision into practice			
		1.4	Communicate company decisions to others so they understand how decisions link to the overall vision and objectives of the company			
2	Be able to facilitate behavioural change to build productive relationships and support for company values	2.1	Demonstrate a range of strategies and tactics to influence behavioural changes that support productive working relationships in their area			
		2.2	Build productive relationships with other areas of the company			
		2.3	Change policies, processes and systems to increase support for the organisation's values			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to build team spirit in own area of responsibility	3.1	Promote a sense of common purpose in own area of responsibility			
		3.2	Develop a culture in own area of responsibility that recognises: – creativity – innovation – the achievements of others			
		3.3	Recognise the achievements of individuals and team members			
		3.4	Demonstrate leadership styles that encourage and support diversity in people and ideas			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(if sampled)

Unit 2: Automotive Risk Management and Other Legal Requirements

Unit code: AMA02L5

Unit reference number: K/503/4114

QCF level: 5

Credit value: 4

Guided learning hours: 16

Unit summary

This unit helps middle managers to understand essential legal requirements, including risk assessment, that are applicable in a retail automotive environment.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe D*) and adhere to the following Unit Assessment Requirements developed for the unit:

1.   You must provide explicit evidence that you have the knowledge covered by **all** the learning outcomes to the standard shown in the assessment criteria

2.   Knowledge and understanding should be supplemented by:

     –   documented oral questions and answers

     –   projects or assignments

     –   documented professional discussions with your assessor

Work roles applicable to this unit are:

- branch managers
- managers with group functional responsibilities
- general managers

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand risk assessment	1.1	Clarify when a risk assessment review should be carried out and who should be involved			
		1.2	Explain the purpose of risk assessment and how it should be carried out			
		1.3	Evaluate the risk assessment requirements and legal exemptions relating to the employment of young people			
		1.4	Explain the personal and environmental factors that should be covered by a risk assessment			
		1.5	Justify courses of action to minimise risk in the workplace following risk assessment			
2	Understand the legal requirements relating to the management of staff	2.1	Explain own company policies and legal requirements relating to: a) diversity b) development c) appraisal of staff d) staff welfare e) staff reviews			
3	Know what constitutes bullying and harassment in the workplace	3.1	Define what actions constitute bullying and harassment in the workplace			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 3: Use Automotive Business Information to Monitor and Control a Business Area

Unit code: AMA03L5

Unit reference number: M/503/4115

QCF level: 5

Credit value: 4

Guided learning hours: 20

Unit summary

This unit is about the ability to analyse a range of business information in order to manage and control business performance. The ability to conduct cost benefit analyses against business proposals and business improvement is also included.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe D*) and adhere to the following Unit Assessment Requirements developed for the unit:

1. You must provide evidence from your work as a middle manager that you have consistently achieved **all** the learning outcomes, to the standard shown in the assessment criteria.

2. There should be evidence in the form of products of work, for example:

   – reports, notes, you have produced, based on your research and analysis

   – reports, notes, emails or other correspondence showing how you have used information to manage business performance

   – presentations on business performance

   – reports demonstrating your ability to carry out cost-benefit exercises

   These products may be presented or shown during the course of a documented professional discussion between the assessor and the candidate.

3. Products of work may be supplemented, where necessary, by:

  – testimony from senior managers, colleagues, customers and team members

  – a reflective account written or spoken by yourself, perhaps in the form of a presentation or as part of a professional discussion, showing how your products of work demonstrate that you have monitored and controlled business activity

4. Simulation is not allowed for this unit.

Evidence for all learning outcomes must be drawn from actual performance in the workplace

Work roles applicable to this unit are:

- branch managers

- managers with group functional responsibilities

- general managers

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to process key business information	1.1	Use systems of gathering and managing business information for own area of responsibility			
		1.2	Analyse a range of key business management information, including:			
			a) business plan and targets			
			b) sales performance data			
			c) market information			
			d) financial performance data			
			e) customer feedback data			
2	Be able to utilise business information to manage business performance	2.1	Interpret business management information to identify performance variances between master targets and budgets and actual performance			
		2.2	Analyse business management information to identify the reasons for variances			
		2.3	Demonstrate a range of problem solving techniques, including root cause analysis			
		2.4	Evaluate available corrective actions and their impact on business performance and budgets			
		2.5	Obtain agreement from relevant people in the organisation for corrective action			
		2.6	Implement suitable management controls to operations and costs to achieve business performance targets, based on information gained			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to carry out cost benefit exercises	3.1	Apply cost benefit analysis techniques to business case proposals			
		3.2	Evaluate the cost and benefits associated with improvement initiatives			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 4: Organise Effective Automotive Systems and Operations

Unit code: AMA04L5

Unit reference number: A/503/4117

QCF level: 5

Credit value: 3

Guided learning hours: 16

Unit summary

This unit is about the requirement for middle managers to be able to organise and manage effective business systems and operations ever mindful of best practice within the automotive industry. The ability to improve systems and operations and gain support for change is required.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe D*) and adhere to the following Unit Assessment Requirements developed for the unit:

1. You must provide evidence from your work as a middle manager that you have achieved **all** the learning outcomes, to the standard shown in the assessment criteria.

2. There should be evidence in the form of products of your work, for example:

   – benchmarking reports comparing the efficiency of your own area of responsibility with others (produced by yourself)

   – documents or computer-based information that show how you have designed and implemented business processes and systems

   – recommendations, plans and change plans produced by you on how efficiency can be improved in your area of the business

   – correspondence, reports or other documents showing how efficiency in your area of the business has been improved

   – notes or recordings of meetings with colleagues to discuss business improvements

   These products may be presented or shown during the course of a documented professional discussion between the assessor and the candidate

3. Products of work **must** be supplemented, where necessary, by:

   – testimony from colleagues, customers and team members so as to present a 360 degree view of candidate performance.

   – a reflective account written or spoken by yourself, perhaps in the form of a presentation or as part of a professional discussion, showing how your products of work demonstrate that you have achieved the learning outcomes

4. Simulation is not allowed for this unit.

Evidence for all learning outcomes must be drawn from actual performance in the workplace.

Work roles applicable to this unit are:

* branch managers

* managers with group functional responsibilities

* general managers

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to drive best practice and efficient systems and processes	1.1 Benchmark current operations against key automotive industry comparators including: a) competitor performance b) market penetration c) sales performance d) costs and profitability e) responsiveness f) customer satisfaction g) staff training and qualifications h) staff retention and turnover 1.2 Identify areas in need of process improvements across the business 1.3 Design business processes and systems to deliver required business outcomes that include: a) links to, and interactions with, existing systems in the business b) best practice approaches c) relevant process measures d) relevant resources e) definition of responsibilities f) definition of methods of review			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
	1.4	Organise activity to deliver processes, systems and business outcomes, including a) communication of plans b) setting of objectives c) definition of responsibilities and expectations d) building consensus and support amongst staff e) identification and focus on critical success factors f) monitoring and review of plans g) mitigation of factors likely to impact on operational effectiveness			
2 Be able to improve business operations	2.1	Identify areas in need of operational improvements across the business			
	2.2	Develop plans that will deliver operational improvements			
	2.3	Implement plans to deliver operational improvements			
	2.4	Build consensus and support among staff and colleagues to adopt changed working practices that deliver improved productivity and efficiency			
	2.5	Evaluate the success of changes to business operations			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 5: Provide Leadership Within the Automotive Environment

Unit code: AMA05L5

Unit reference number: J/503/4119

QCF level: 5

Credit value: 3

Guided learning hours: 16

Unit summary

This unit is about demonstrating an inclusive team leadership style, setting high standards of performance and expectation for both the middle manager and their team. The ability to build confidence and gain commitment is critical.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe D*) and adhere to the following Unit Assessment Requirements developed for the unit:

1. You must provide evidence from your work as a middle manager that you have consistently achieved learning outcome 1, to the standard shown in the assessment criteria

2. You **must** be observed by your assessor on at least **2** occasions interacting with colleagues and team members in a way that demonstrates you have achieved the above learning outcome.

3. There should be evidence in the form of products of work, for example:

   – emails or other forms of correspondence with team members and/or colleagues

   – notes or recordings of team meetings

   – notes or recordings of meetings with individual team members

   – performance review and development reports on individual team members

   These products may be presented or shown during the course of a documented professional discussion between the assessor and the candidate

4.   Products of work **must** be supplemented by:
  –   testimony from senior managers, colleagues, customers and team members to gain a 360 degree view of candidate performance
  –   a reflective account written or spoken by yourself, perhaps in the form of a presentation or as part of a documented professional discussion showing how your products of work demonstrate that you have achieved the learning outcomes

5.   Simulation is not allowed for this unit.

Evidence for learning outcome 1 must be drawn from actual performance in the workplace and must include that drawn from direct reports and colleagues at a higher level in the organisation.

Work roles applicable to this unit are:

- branch managers
- managers with group functional responsibilities
- general managers

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to lead a team	1.1	Define standards of performance and expectations for self and team which are consistent with business objectives and company values			
		1.2	Be visible and consistent with words and actions			
		1.3	Model behaviour that shows respect, helpfulness and co-operation with others			
		1.4	Gain commitment and accountability from others through a management style that includes:			
			a) communicating vision and direction			
			b) regular communication			
			c) provision of support and advice			
			d) empowering staff or colleagues to make their own decisions within agreed boundaries			
			e) encouraging staff or colleagues to give a lead in their own areas of expertise			
			f) welcoming diverse ideas and inputs			
			g) gaining feedback from staff on own leadership performance			
		1.5	Build confidence and morale within the team by maintaining a balanced and positive approach in times of pressure			
		1.6	Encourage buy-in by helping people to see the value of win-win solutions			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 6: Engage the Automotive Workforce in Business Operations

Unit code:	AMA06L5
Unit reference number:	A/503/4120
QCF level:	5
Credit value:	3
Guided learning hours:	14

Unit summary

This unit provides an opportunity for the middle manager to demonstrate a range of communication skills in order to engage and motivate their workforce. The ability to make business information understandable, lead staff briefings, which encourage debate, contributions and feedback that are openly welcomed is particularly important. Likewise is the ability to overcome resistance to change in ways that minimise damage to working relationships.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe D*) and adhere to the following Unit Assessment Requirements developed for the unit:

1. You must provide evidence from your work as a middle manager that you have consistently achieved learning outcome 1, to the standard shown in the assessment criteria.

2. You must be observed by your assessor on at least **2** occasions interacting with team members in a way that demonstrates that you can engage your team in discussions and business improvement planning.

3. There should be evidence in the form of products of work, for example:

    –   emails or other forms of correspondence with team members and/or colleagues

    –   notes or recordings of team meetings

    –   notes or recordings of meetings with individual team members

    –   performance review and development reports on individual team members

    These products may be presented or shown during the course of a documented professional discussion between the assessor and the candidate

4.   Products of work **must** be supplemented, where necessary, by:

   – testimony from senior managers, colleagues and team members so as to present a 360 degree view of candidate performance.

   – a reflective account written or spoken by yourself, perhaps in the form of a presentation or as part of a documented professional discussion, showing how your products of work demonstrate that you have achieved the learning outcomes

5.   Simulation is not allowed for this unit.

Evidence for learning outcome 1 must be drawn from actual performance in the workplace and must include that drawn from direct reports and colleagues at a higher level in the organisation.

Work roles applicable to this unit are:

- branch managers

- managers with group functional responsibilities

- general managers

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to engage the automotive workforce in business operations	1.1	Present information about the progress of the business clearly and concisely in a way understandable to the workforce			
		1.2	Lead team briefings and discussions, taking the initiative to provoke debate and secure agreements			
		1.3	Encourage contributions and suggestions from the workforce using consulting and coaching techniques			
		1.4	Provide feedback on contributions and suggestions which is fair, balanced and objective			
		1.5	Demonstrate the use of communication skills that overcome resistance to change in ways that minimise damage to working relationships			
		1.6.	Apply a range of motivational techniques to achieve buy-in for recommended changes			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 7: Recruit and Select the Right People for the Automotive Industry

Unit code:	AMA07L5
Unit reference number:	F/503/4121
QCF level:	5
Credit value:	3
Guided learning hours:	14

Unit summary

This unit allows retail automotive middle manages to demonstrate their understanding and skills in relation to the recruitment and selection of staff and their management within the business. The ability to show fairness, consistency, integrity and compliance with current legislative requirements when dealing with both internal and external candidates is included.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe D*) and adhere to the following Unit Assessment Requirements developed for the unit:

1. You must provide explicit evidence that you have the knowledge covered by learning outcome 1 and 2, to the standard shown in the assessment criteria.

2. Knowledge and understanding could be supplemented by:
    – oral questions and answers
    – projects or assignments
    – discussions with your assessor

3. You must also provide evidence from your work as a middle manager that you have consistently achieved learning outcome 3 to the standard shown in the assessment criteria.

4. There should be evidence in the form of products of work, for example:
    – notes or records resulting from the analysis of skills gaps and exit interviews used to inform the recruitment and selection process.
    – job specifications and candidate profiles you have developed
    – selection criteria you have developed
    – plans for recruitment and selection, including for example emails and other correspondence to colleagues or HR specialists

- notes and other records (for example score sheets) from interviews or other types of selection activities

These products may be presented or shown during the course of a documented professional discussion between the assessor and the candidate

5. Products of work **must** be supplemented, where necessary, by:

- testimony from senior managers, HR specialists, colleagues and team members who were involved in the recruitment and selection process

- a reflective account written or spoken by yourself, perhaps in the form of a presentation or as part of a documented professional discussion, showing how your products of work demonstrate that you have achieved the learning outcomes

6. Simulation is not allowed for this unit.

Learning outcome 1 and 2 should be assessed using methods appropriate to the assessment of knowledge.

Evidence for learning outcome 3 must be drawn from actual performance in the workplace.

Work roles applicable to this unit are:

- branch managers

- managers with group functional responsibilities

- general managers

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand legal requirements relating to staff recruitment and selection processes	1.1	Explain the purpose of documenting the selection sifting and scoring process			
		1.2	Explain the importance of adhering to specified recruitment policies and procedures			
		1.3	Describe the legal position relating to probation period			
2	Understand the main legal and best practice requirements associated with external and internal recruitment and selection processes	2.1	Evaluate strategies which maximise the chance of the right people being recruited and selected for the business			
		2.2	Explain external recruitment and selection process good practice and why good practice is important			
		2.3	Explain the benefits associated with the use of person specifications and standard recruitment procedures			
		2.4	Clarify the critical aspects of Employment Law to ensure fairness and avoid discrimination			
		2.5	Explain the purpose of the induction process			
		2.6	Explain internal recruitment and selection process best practice and why this is important			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to recruit the right people into the right jobs	3.1	Analyse exit interview information to understand staff recruitment needs and ways of reducing staff turnover			
		3.2	Review the current pool of skills and knowledge against business needs to identify shortfalls and inform staff recruitment needs			
		3.3	Implement a fair, consistent and transparent selection process which complies with current legislation for both internal and external candidates			
		3.4	Develop relevant selection criteria, person specifications and weighting requirements for vacancies			
		3.5	Conduct criteria-based interviews gathering, recording and scoring evidence to support agreed job criteria			
		3.6	Monitor selection processes carried out by others to ensure the 'best fit' candidates are selected for vacant positions			
		3.7	Implement company policies for the selection and promotion of suitable internal candidates for vacant and new job positions			
		3.8	Demonstrate integrity, fairness and consistency in their personal decision making			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 8: Achieve Results Through People in the Automotive Environment

Unit code: AMA08L5

Unit reference number: L/503/4123

QCF level: 5

Credit value: 4

Guided learning hours: 20

Unit summary

This unit allows the automotive middle manager to demonstrate their understanding and skills in relation to the important area of performance management. The ability to manage grievance and disciplinary matters is also included.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see Annexe D) and adhere to the following Unit Assessment Requirements developed for the unit:

1. You must provide explicit evidence that you have the knowledge and understanding covered by learning outcome 1 and 2, to the standard shown in the assessment criteria.

2. Knowledge and understanding could be supplemented by:

    – oral questions and answers

    – projects or assignments

    – discussions with your assessor

3. You must also provide evidence from your work as a middle manager that you have achieved learning outcomes 3, 4 and 5 to the standard shown in the assessment criteria

4. There should be evidence in the form of products of work, for example:

    – team planning sheets with targets and objectives

    – notes or recordings of planning meetings with team member(s)

    – notes or recordings of one-to-ones or performance review meetings with individual team members

    – anonymous records and notes from grievance and disciplinary procedures

These products may be presented or shown during the course of a documented professional discussion between the assessor and the candidate

5. Products of work **must** be supplemented by:

    – testimony from senior managers, HR specialists, team members and/or colleagues

6. Simulation is only allowed for learning outcome 4, if no naturally occurring evidence is available.

Evidence for learning outcome 3, 4 and 5 must be drawn from actual performance in the workplace.

Work roles applicable to this unit are:

*   branch managers

*   managers with group functional responsibilities

*   general managers

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles, methods and techniques of performance management	1.1	Explain the aims and purpose of setting performance objectives			
		1.2	Differentiate between setting a challenging objective and setting an impossible objective			
		1.3	Clarify the main aims and purpose of performance review			
		1.4	Explain best practice when organising and running performance reviews			
		1.5	Evaluate different courses of action and techniques to adopt in response to poor performance			
		1.6	Identify when coaching would be an appropriate course of action			
		1.7	Describe the legal requirements relating to competence meetings with staff			
		1.8	Explain what is meant by competence issues			
		1.9	Clarify the purpose of a competence discussion			
		1.10	Describe best practice for carrying out a return to work interview			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Understands the principles, methods of techniques for grievance and disciplinary management	2.1	Define what constitutes a disciplinary matter with regard to individual performance			
		2.2	Evaluate commonly occurring types of situations classed as grievances and the courses of action to take			
		2.3	Evaluate commonly occurring situations requiring disciplinary action and the courses of action to take			
3	Be able to manage the competence and performance of the team	3.1	Set challenging, but achievable work objectives for their team			
		3.2	Explain to team members how their individual contributions will align with the achievement of organisational goals			
		3.3	Collect and analyse information to enable the preparation of staff performance reviews			
		3.4	Review individual performance at regular intervals measuring against relevant key performance indicators			
		3.5	Present feedback to individuals in a way that will help them improve their performance			
		3.6	Agree training and personal development needs with team members that meet business requirements			
		3.7	Instigate training and personal development activities that fill identified gaps and deliver improved performance			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.8 Give constructive feedback and coaching which: – improves team members' skills – reinforces effective behaviour – enhances their motivation to achieve the required standard of performance			
	3.9 Adapt own management style to suit the needs of different individuals and situations			
	3.10 Address poor performance by team members in a way that achieves optimum results for the business and the individual			
4 Be able to manage staff complaint and grievance issues	4.1 Follow the organisation's grievance procedure in response to a concern, problem or complaint raised by a member of the team			
	4.2 Implement measures to prevent the escalation of staff complaints into grievances and resolve existing issues			
	4.3 Maintain full, accurate and confidential records of grievance issues			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to manage disciplinary issues	5.1	Follow the organisation's disciplinary procedure in serious cases of misconduct or unsatisfactory performance			
		5.2	Resolve cases of minor misconduct or unsatisfactory performance informally where this is likely to remedy the situation in the best interests of all concerned			
		5.3	Maintain full, accurate and confidential records of disciplinary issues			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 9:   Adapt Plans in Response to Changes in the Automotive Market

Unit code: AMA09L5

Unit reference number: D/503/4126

QCF level: 5

Credit value: 4

Guided learning hours: 20

Unit summary

This unit assesses the automotive middle manager's ability to analyse and evaluate market information for their area of responsibility. Also included is the ability to use this information to develop and evaluate marketing plans to exploit identified opportunities and increase revenue.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe D*) and adhere to the Unit Assessment Requirements developed for the unit:

1.   You must provide explicit evidence that you have the knowledge and understanding covered by learning outcomes 1 and 2, to the standard shown in the assessment criteria.

2.   Knowledge and understanding could be supplemented by

  – oral questions and answers

  – projects or assignments

  – discussions with your assessor

3.   You must also provide evidence from your work as a middle manager that you have achieved learning outcomes 3, 4 and 5 to the standard shown in the assessment criteria.

4.   There should be evidence in the form of products of work, for example:

  – market research and analysis carried out by you

  – plans developed by you to meet market changes

  – presentations on market and marketing performance

  – records/reports of the monitoring and evaluation of marketing activities

These products may be presented or shown during the course of a documented professional discussion between the assessor and the candidate

5. Products of work may be supplemented by:

- testimony from senior managers, team members, customers and/or colleagues and marketing specialists so as to present a 360 degree view of candidate performance.

- a reflective account written or spoken by yourself, say, as part of a documented professional discussion showing how products of work evidence demonstrates that you have achieved the learning outcomes

6. Simulation is not allowed for this unit.

Learning outcomes 1 and 2 should be assessed using methods appropriate to the assessment of knowledge.

Evidence for learning outcomes 3, 4 and 5 must be drawn from actual performance in the workplace.

Work roles applicable to this unit are:

- branch managers

- managers with group functional responsibilities

- general managers

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the basic principles of marketing and market analysis	1.1	Explain the purpose of marketing			
		1.2	Explain ways of assessing marketing opportunities in their territory and possible courses of action			
		1.3	Describe what is meant by market segmentation			
		1.4	Analyse sales performance			
		1.5	Describe processes for maintaining marketing databases			
		1.6	Describe outside influences that can affect the analysis of data			
		1.7	Describe the purpose of comparative analysis			
		1.8	Describe how to conduct a competitive analysis			
		1.9	Identify strategies for attracting business from competitors			
2	Understand how to develop marketing plans	2.1	Identify the features and content of a marketing plan			
		2.2	Identify strategies for evaluating the success of marketing activities			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to assess market opportunities for the products/services in own area of responsibility	3.1 Analyse market and customer information to identify: a) the extent to which products/services are meeting current and potential customer requirements b) the extent to which competitors are meeting or could meet customer requirements c) the potential for changes or new additions to products/services 3.2 Assess the potential of identified market opportunities to grow revenue in own area of responsibility 3.3 Identify the threats and opportunities raised by the competition			
4 Be able to develop marketing plans for products/services in own area of responsibility	4.1 Develop a marketing plan relevant to own area of responsibility that includes: a) identified and prioritised marketing objectives b) identified target markets c) the right mix and range of marketing activities for realising the marketing objectives d) budgets e) risks and contingencies f) responsibilities g) target milestones			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
5	Be able to evaluate marketing plans for products/services in own area of responsibility	5.1	Identify within your plan where controls will be effective			
		5.2	Design and develop controls to monitor the performance of the plan			
		5.3	Evaluate the cost-effectiveness of marketing spend			
		5.4	Evaluate the implementation of the marketing plan			
		5.5	Use the information gained from evaluation to inform future marketing planning processes			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(if sampled)

Unit 10: Manage a Customer Driven Culture in an Automotive Environment

Unit code: AMA10L5

Unit reference number: H/503/4127

QCF level: 5

Credit value: 3

Guided learning hours: 12

Unit summary

This unit assesses the automotive middle manager's ability to manage customer satisfaction and customer relationships in a way that maintains and supports a customer driven company culture. The ability to grow customer loyalty and improve customer retention is critical to retail automotive business success.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe D*) and adhere to the following Unit Assessment Requirements developed for the unit:

1. You must provide explicit evidence that you have the knowledge and understanding covered by learning outcomes 1, to the standard shown in the assessment criteria.

2. Knowledge and understanding could be supplemented by:

    – oral questions and answers

    – projects or assignments

    – discussions with your assessor

3. You must also provide evidence from your work as a middle manager that you have achieved learning outcomes 2 and 3, to the standard shown in the assessment criteria.

4. There should be evidence in the form of products of work, for example:

    –   reports, emails or other correspondence showing how you have monitored and analysed customer satisfaction/feedback

    –   reports, emails or other correspondence showing how you have developed targets and systems to enhance and monitor customer satisfaction

    –   presentations you have developed for the team on customer service standards and expectations

    –   notes or recordings of meetings with senior managers, colleagues or team members to discuss customer complaints and responses to customer complaints

    –   notes or recordings of meetings with customers

    These products may be presented or shown during the course of a documented professional discussion between the assessor and the candidate

5. Products of work may be supplemented by:

    –   testimony from team members, customers and/or colleagues so as to present a 360 degree view of candidate performance.

    –   a reflective account written or spoken by yourself , say, as part of a documented professional discussion, showing how products of work evidence demonstrate that you have achieved the learning outcomes

6. Simulation is not allowed for this unit.

Learning outcomes 1 should be assessed using methods appropriate to the assessment of knowledge and understanding.

Evidence for learning outcomes 2 and 3 must be drawn from actual performance in the workplace.

Work roles applicable to this unit are:

*   branch managers

*   managers with group functional responsibilities

*   general managers

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the concept of a customer driven business culture and how customer satisfaction can be achieved	1.1	Differentiate between customer service and customer satisfaction			
		1.2	Explain the features of a customer driven business environment and its business importance and benefits			
		1.3	Critically compare methods of assessing customer needs and expectations			
		1.4	Critically compare techniques for monitoring and measuring the achievement of customer satisfaction			
		1.5	Define customer focused best practice and how it will benefit business outcomes			
		1.6	Evaluate methods of building and retaining customer loyalty			
		1.7	Evaluate methods of monitoring and managing customer complaints			
		1.8	Explain why monitoring and managing customer complaints is important			
		1.9	Describe ways of balancing customer expectations and business needs			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to manage a customer driven culture in own area of responsibility	2.1	Analyse the key drivers of customer satisfaction for own area of responsibility			
		2.2	Set specific customer satisfaction related performance targets relevant to own area of responsibility			
		2.3	Develop systems to monitor and assess customer satisfaction related performance against set targets			
		2.4	Build a customer driven focus amongst own staff, including through:			
			a) communication of company customer values and service expectations			
			b) communication of personal behaviour expectations towards customers			
			c) communication of customer expectations			
			d) empowerment of people to achieve customer service targets			
			e) recognition and reward of customer service targets achieved by staff			
		2.5	Implement changes to improve customer satisfaction levels			
		2.6	Evaluate the effectiveness of changes in improving customer satisfaction level			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to manage customer relationships in own area of responsibility	3.1	Implement systems and processes that sustain and grow customer loyalty and improve retention in own area of responsibility			
		3.2	Demonstrate techniques for balancing customer expectations and business needs			
		3.3	Implement systems to capture and record cstomer complaints			
		3.4	Analyse customer complaint data and feedback to determine the cause of complaints			
		3.5	Instigate changes to minimise the reoccurrence of customer complaints in own area of responsibility			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 11:   Improve Sales in an Automotive Environment

Unit code: AMA11L5

Unit reference number: K/503/4128

QCF level: 5

Credit value: 3

Guided learning hours: 18

Unit summary

This unit assesses the retail automotive middle manager's ability to manage and maintain a selling culture to improve sales activities in their area of responsibility. The ability to exploit commercial business opportunities, evaluate and support staff in improving their sales-related activities and performance is required.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe D*) and adhere to the following Unit Assessment Requirements developed for the unit:

1.   You must provide explicit evidence that you have the knowledge and understanding covered by learning outcome 1, to the standard shown in the assessment criteria.

2.   Knowledge and understanding could be supplemented by:

      –   oral questions and answers

      –   projects or assignments

      –   discussions with your assessor

3.   You must also provide evidence from your work as a middle manager that you have achieved learning outcome 2 to the standard shown in the assessment criteria.

4.   There should be evidence in the form of products of work, for example:

– sales strategies, plans and performance targets developed by you

– emails or other correspondence to colleagues and team members promoting a selling culture and/or rewarding achievement

– notes or recordings of team meetings where you have given sales briefings and/or celebrated success

– presentations on sales developed by yourself and given to colleagues

– notes or recordings of one-to-ones with staff where you have given sales support

– reports, notes or recordings evaluating the success of sale strategies

These products may be presented or shown during the course of a documented professional discussion between the assessor and the candidate

5.   Products of work may be supplemented by:

– testimony from colleagues and/or financial specialists so as to present a 360 degree view of candidate performance.

– a reflective account written or spoken by yourself, say, as part of a documented professional discussion, showing how products of work evidence demonstrate that you have achieved the learning outcomes

6.   Simulation is not allowed for this unit.

Learning outcome 1 should be assessed using methods appropriate to the assessment of knowledge and understanding.

Evidence for learning outcome 2 must be drawn from actual performance in the workplace.

Work roles applicable to this unit are:

- branch managers
- managers with group functional responsibilities
- general managers

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand business sales development and strategies to develop and support a selling culture in own area of responsibility	1.1	Explain appropriate mechanisms to measure sales performance			
		1.2	Evaluate strategies for developing a sales culture in own area of responsibility			
		1.3	Evaluate strategies for maximising the success of sales activities and events			
		1.4	Explain methods of management for supporting sales activities			
		1.5	Use a range of methods to analyse sales volume and value relevant to own area of responsibility			
		1.6	Explain procedures for targeting: a) new sales b) lapsed customers c) add on sales			
		1.7	Explain methods for facilitating sales improvements and developing sales staff in own area of responsibility			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to manage a selling culture in own area of responsibility	2.1	Exploit opportunities to do business in own area of responsibility			
		2.2	Set specific sales performance targets that reflect the business plan for own area of responsibility			
		2.3	Promote a selling culture in own area of responsibility, including: a) communication of sales targets b) reward for meeting/exceeding sales objectives c) sales team briefings d) support staff to recognise sales opportunities			
		2.4	Analyse sales metrics to identify performance successes and gaps			
		2.5	Support staff in improving skills and knowledge to increase sales performance			
		2.6	Implement a range activities to own area of responsibility to target new sales and lapsed customers, and promote add-on sales			
		2.7	Evaluate the effectiveness of sales strategies and activities in increasing sales performance			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(if sampled)

Unit 12: Develop and Manage Business Plans and Budgets for an Automotive Environment

Unit code:	AMA12L5
Unit reference number:	M/503/4129
QCF level:	5
Credit value:	5
Guided learning hours:	32

Unit summary

This unit assesses the understanding and skills needed by a retail automotive middle manager to develop business plans and budgets for their area of responsibility. The ability to deal with business plan variances and minimise losses to deliver improved profitability is included.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe D*) and adhere to the following Unit Assessment Requirements developed for the unit:

1. You must provide explicit evidence that you have the knowledge and understanding covered by learning outcome 1, to the standard shown in the assessment criteria.

2. Knowledge and understanding could be supplemented by:

   – oral questions and answers

   – projects or assignments

   – discussions with your assessor

3. You must also provide evidence from your work as a middle manager that you have achieved learning outcomes 2 and 3, to the standard shown in the assessment criteria.

4. There should be evidence in the form of products of work, for example:

– business plans, targets and key performance indicators that you have developed

– budgets you have prepared and implemented

– reports on your monitoring and control of budgets

These products may be presented or shown during the course of a documented professional discussion between the assessor and the candidate

5. Products of work may be supplemented by:

– testimony from senior colleagues and/or financial specialists so as to present a 360 degree view of candidate performance.

– a reflective account written or spoken by yourself say, as part of a documented professional discussion, showing how products of work evidence demonstrate that you have achieved the learning outcomes

6. Simulation is not allowed for this unit.

Learning outcome 1 should be assessed using methods appropriate to the assessment of knowledge and understanding.

Evidence for learning outcomes 2 and 3 must be drawn from actual performance in the workplace

Work roles applicable to this unit are:

- branch managers

- managers with group functional responsibilities

- general managers

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand business planning, budget setting and control processes for own area of responsibility	1.1	Evaluate business planning approaches most likely to succeed in achieving the overall business strategy for own business			
		1.2	Describe the factors and documents most useful to setting budgets for own area of responsibility			
		1.3	Explain the relationship between cash flow and profit			
		1.4.	Define what is meant by a 'key performance indicator' and its purpose			
		1.5	Explain the factors that should be taken into account when setting performance targets for own area of responsibility			
		1.6	Use measures of business performance relevant to own area of responsibility			
		1.7	Evaluate strategies to deal with budget and performance variances to improve profitability			
		1.8	Explain the type of management controls that could be used to minimise losses			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to establish business plans and budgets for own area of responsibility	2.1	Develop business plans which are in line with the overall vision and long term strategy for the business			
		2.2.	Develop business plans that: a) identify and prioritise SMART objectives b) balance risk with desired outcomes c) balance innovation with tried and tested solutions d) identify measures and methods of monitoring and evaluation			
		2.3	Set business performance targets and budgets for own area of responsibility that are realistic and consistent with business aims			
		2.4	Identify a range of key performance indicators relevant to own area of responsibility			
		2.5	Implement business plans			
		2.6	Review and revise business plans and budgets to accommodate internal and external changes that affect original plans			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to deal with business plan variances and minimise the likelihood of losses	3.1 Apply a range of measures and methods to monitor actual business performance against agreed key performance indicators and relevant comparatives			
	3.2. Implement a range of actions suitable for own area of responsibility to address areas of variance and deliver improved profitability			
	3.3 Establish a range of management controls suitable for their area of responsibility to minimise the likelihood of losses			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*)

Unit 13: Manage Cross Business Processes and Priorities in an Automotive Environment

Unit code: AMA13L5

Unit reference number: H/503/4130

QCF level: 5

Credit value: 3

Guided learning hours: 18

Unit summary

This unit assesses the retail automotive middle managers ability to take a business wide perspective to achieve business outcomes and take decisions to resolve conflicting priorities and implement solutions that benefit competing areas of the business.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe D*) and adhere to the following Unit Assessment Requirements developed for the unit:

1. You must provide evidence from your work as a middle manager that you have achieved learning outcomes 1 and 2 to the standard shown in the assessment criteria.

2. You must be observed by your assessor on at least one occasion during an inter-departmental management meeting

   There should be evidence in the form of products of work, for example:

   – reports, presentations, emails or other correspondence which show how you have developed initiatives on a business wide basis and dealt with potential areas of conflict

   – notes or recordings of meetings with senior managers, team members or colleagues at which business-wide initiatives and problems were discussed and you demonstrated problems solving skills which resulted in benefits to other areas of the business

   These products may be presented or shown during the course of a documented professional discussion between the assessor and the candidate

3. Products of work may be supplemented by:

- testimony from colleagues and/or team members so as to present a 360 degree view of candidate performance.

- a reflective account written or spoken by yourself

- These products may be presented or shown during the course of a documented Professional Discussion between the assessor and the candidate showing how you analysed and solved business problems

4. Simulation is not allowed for this unit.

Evidence for learning outcomes 1 and 2 must be drawn from actual performance in the workplace and must include that drawn from direct reports and colleagues at a higher level in the organisation.

Work roles applicable to this unit are:

- branch managers

- managers with group functional responsibilities

- general managers

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Be able to act with a business wide perspective to achieve business outcomes	1.1	Link different processes in the business so they work to form a complete and coherent system			
	1.2	Critically assess business issues and trends to determine their impact on business processes			
	1.3	Review and revise their working methods to deliver cross business goals and aims			
	1.4	Develop inter-department relationships to achieve collective business outcomes			
	1.5	Encourage and support staff to work cross-functionally by showing its relevance to the achievement of their objectives and company goals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to take decisions to resolve conflicting priorities and internal business competition	2.1	Analyse the causes of conflicting priorities and internal business competition			
		2.2	Analyse the impact of conflicting business needs and priorities which considering a course of action or decision			
		2.3	Critically compare the impact of different courses of action upon different areas of the business and on the achievement of business outcomes			
		2.4	Balance the opportunities and risks associated with potential solutions, taking into account own learning from previous experiences			
		2.5	Develop a range of options that result in spin-off benefits that address other business needs			
		2.6	Implement a range of solutions that benefit competing areas of the business			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____

(*if sampled*)

Unit 14: Take Informed and Decisive Actions in an Automotive Environment

Unit code: AMA14L5

Unit reference number: K/503/4131

QCF level: 5

Credit value: 2

Guided learning hours: 9

Unit summary

This unit assesses the retail automotive manager's ability to make informed decisions – weighing up the pros and cons of a situation before taking decisions, presenting convincing arguments to others and acting in a decisive and timely way when embarking on a course of action.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe D*) and adhere to the following Unit Assessment Requirements developed for the unit:

1. You must provide evidence from your work as a middle manager that you have achieved learning outcomes 1 and 2, to the standard shown in the assessment criteria.

2. There should be evidence in the form of products of work, for example:

   – reports, presentations, emails or other correspondence which show how you have solved business problems and taken/implemented decisions based on identified solutions within a suitable time frame

   These products may be presented or shown during the course of a documented professional discussion between the assessor and the candidate

3. Products of work **must** be supplemented by:

   – testimony from colleagues and or financial specialists so as to present a 360 degree view of candidate performance.

   – a reflective account written or spoken by yourself

   These products may be presented or shown during the course of a documented Professional Discussion between the assessor and the candidate showing how you analysed and solved business problems

4. Simulation is not allowed for this unit.

Evidence for learning outcomes 1 and 2 must be drawn from actual performance in the workplace and must include that drawn from direct reports and colleagues at a higher level in the organisation.

Work roles applicable to this unit are:

- branch managers

- managers with group functional responsibilities

- general managers

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
1 Be able to make informed decisions	1.1	Obtain sufficient relevant information necessary to make an accurate and reliable decision			
	1.2	Evaluate current business practices and processes to identify opportunities for improvements			
	1.3.	Summarise the views of others who can contribute to decision making processes			
	1.4.	Analyse information gathered to identify facts, patterns and or trends that may impact on own decision making			
	1.5	Evaluate a range of decision options and their advantages and disadvantages to the business			
	1.6	Draw conclusions as to the best option supported by reasoned arguments and reliable information			
	1.7	Identify any assumptions made and risks involved when considering the selected option			
	1.8	Explain reasons for decisions to others in a way that influences and persuades them to support the decision			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to act decisively when embarking on a course of action	2.1	Agree priorities for action with the necessary people in the organisation			
		2.2	Take timely decisions considering perceived urgency business importance and necessity for action			
		2.3	Initiate relevant actions to support own decisions to maximise success			
		2.4	Maintain a committed and consistent approach towards following a course of action			
		2.5	Accept responsibility for own decisions and actions in the event of error			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit 15: Demonstrate a Positive Approach to Problems and Issues in an Automotive Environment

Unit code: AMA15L5

Unit reference number: M/503/4132

QCF level: 5

Credit value: 2

Guided learning hours: 12

Unit summary

This unit allows the retail automotive middle manager to demonstrate they are able to maintain a 'can do' attitude, providing stability and leadership to others in tough times, overcoming obstacles and persevering to ensure success.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe D*) and adhere to the following Unit Assessment Requirements developed for the unit:

1. You must provide evidence from your work as a middle manager that you have achieved learning outcomes 1 and 2 to the standard shown in the assessment criteria.

2. There should be evidence in the form of products of work, for example:

   – reports, presentations, emails or other correspondence which show how you have addressed business challenges and worked with team members and colleagues to overcome these

   – notes, reports or recordings of meetings where you have demonstrated a persistent problem solving approach

   These products may be presented or shown during the course of a Professional Discussion between the assessor and the candidate

3. Products of work **must** be supplemented by:

   – testimony from colleagues and team members emphasising your positive role modelling

   – a reflective account written or spoken by yourself

   These products may be presented or shown during the course of a documented professional discussion between the assessor and the candidate showing how you analysed and solved business problems

4. Simulation is not allowed for this unit.

Evidence for learning outcomes 1 and 2 must be drawn from actual performance in the workplace and must include that drawn from direct reports and colleagues at a higher level in the organisation.

Work roles applicable to this unit are:

- branch managers

- managers with group functional responsibilities

- general managers

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to support others in times of difficulty	1.1	Use a range of leadership styles appropriate to different people and situations			
		1.2	Inspire and encourage people to persevere and achieve when encountering difficult business periods			
		1.3	Display calm and confident behaviour which maintains an air of stability in the area for which they are responsible			
		1.4	Communicate progress and positive developments to everyone involved			
2	Be able to present a positive and approach to problem solving	2.1	Analyse problems and their cause			
		2.2	Identify obstacles to problem solving			
		2.3	Develop solutions to identified problems			
		2.4	Communicate solutions to the team and handle objections in a way that gains support			
		2.5	Demonstrate an open and flexible approach by welcoming and considering suggestions from others			
		2.6	Demonstrate commitment to successfully overcome problems			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(*if sampled*)

Unit 16: Manage Own and Organisational Learning in an Automotive Environment

Unit code: AMA16L5

Unit reference number: T/503/4133

QCF level: 5

Credit value: 2

Guided learning hours: 10

Unit summary

This unit assesses the retail automotive middle manager's ability to continually review and maintain their professional development so as to keep their skills and knowledge in line with the demands of the job, latest thinking and industry trends. The ability to promote and model high ethical standards of behaviour is also included.

Assessment requirements

This unit must be assessed in accordance with the IMI Assessment Strategy (see *Annexe D*) and adhere to the Unit Assessment Requirements developed for the unit:

1. You must provide evidence from your work as a middle manager that you have learning outcomes 1 and 2, to the standard shown in the assessment criteria.

2. There must be evidence in the form of products of work, for example:

   – performance reviews of your own strengths, limitations and work carried out by a manager

   – your own personal development plan

   – records of training undertaken by you

   – notes or recordings of meetings or correspondence that show examples of a high level of professional behaviour

   These products may be presented or shown during the course of a professional discussion between the assessor and the candidate

3. Products of work **must** be supplemented by:

   – testimony from colleagues and or team members supporting your commitment to self development and ethical standards

   – a reflective account written or spoken by yourself

   These products may be presented or shown during the course of a documented Professional Discussion between the assessor and the candidate showing how you analysed and solved business problems

4. Simulation is not allowed for this unit.

Evidence for learning outcomes 1 and 2 must be drawn from actual performance in the workplace and must include that drawn from direct reports and colleagues at a higher level in the organisation.

Work roles applicable to this unit are:

• branch managers

• managers with group functional responsibilities

• general managers

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. If evidence cannot be included in a portfolio, its location must be recorded in assessment documentation. All assessment evidence must be accessible for internal verifiers and Edexcel standards verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to maintain own professional development	1.1	Assess own strengths and limitations and use this to inform development activities			
		1.2	Recognise gaps in own skills and knowledge in response to internal and external changes and expectations affecting their job role			
		1.3	Encourage feedback on own performance from others to inform their development needs			
		1.4	Identify learning and development opportunities that meet their needs			
		1.5	Undertake development activities that will maintain an up-to-date level of skills and knowledge, including latest thinking and trends			
		1.6	Evaluate whether and how development activities have contributed to own performance and impact on others			
		1.7	Modify own behaviour in response to feedback from others			

Learning outcomes	Assessment criteria		Evidence type	Portfolio reference	Date
2 Be able to promote ethical standards and behaviour to others	2.1	Model high ethical standards and behaviour to others, including:			
		a) honesty and truthfulness			
		b) integrity			
		c) respect for others			
		d) fairness			
		e) helpfulness and cooperation			
		f) awareness of own limitations			
		g) taking responsibility for own actions and making things happen			
		h) pride in delivering high quality work			
		i) keeping promises and commitments			
		j) following the rules and best practice			
		k) taking responsibility for own self development			
		l) giving credit and recognition where due			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- *Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications* published annually

- functional skills publications – specifications, tutor support materials and question papers

- *Regulatory Arrangements for the Qualification and Credit Framework* (published by Ofqual, August 2008)

- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

To obtain the National Occupational Standards go to www.ukstandards.org.uk.

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme

- planning for assessment and grading

- developing effective assignments

- building your team and teamwork skills

- developing student-centred learning and teaching approaches

- building functional skills into your programme

- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active

- is designed to be supportive and thought provoking

- builds on best practice

- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the Automotive retail industry/sector

Level	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
5	BTEC Level 5 HND Diploma in Vehicle Operations Management (QCF)	Edexcel BTEC Level 5 Diploma in Automotive Management and Leadership (QCF)	**Edexcel Level 5 Diploma in Automotive Management and Leadership (QCF)**
4	BTEC Level 4 HNC Diploma in Vehicle Operations Management (QCF)		Edexcel Level 4 Certificate in Advanced Automotive Diagnostics and Management Fundamentals (QCF)
	Edexcel BTEC Level 4 HNC Diploma in Automotive Diagnostics and Management Principles (QCF)		
3		Edexcel BTEC Level 3 Diploma in Light Vehicle Maintenance and Repair Principles (QCF)	Edexcel Level 3 Diploma in Light Vehicle Maintenance and Repair Competence (QCF)
		Edexcel BTEC Level 3 Diploma in Heavy Vehicle Maintenance and Repair Principles (QCF)	Edexcel Level 3 Diploma in Heavy Vehicle Maintenance and Repair Competence(QCF)
		Edexcel BTEC Level 3 Diploma in Auto Electrical and Mobile Electrical Principles (QCF)	Edexcel Level 3 Diploma in Auto Electrical and Mobile Electrical Competence (QCF)
		Edexcel BTEC Level 3 Diploma in Vehicle Fitting Supervisory Principles (QCF)	Edexcel Level 3 Diploma in Vehicle Fitting Supervisory Competence (QCF)
			Edexcel Level 3 Diploma in Vehicle Accident Repair Body Competence (QCF)

Level	BTEC vocationally-related qualifications	BTEC specialist qualification/professional	NVQ/competence
		Edexcel BTEC Level 3 Diploma in Vehicle Accident Repair Body Principles (QCF) Edexcel BTEC Level 3 Diploma in Vehicle Accident Repair Paint Principles (QCF) Edexcel BTEC Level 3 Diploma in Lift Truck Maintenance & Repair Principles (QCF) Edexcel BTEC Level 3 Diploma in Motorcycle Maintenance and Repair Principles (QCF) Edexcel BTEC Level 3 Diploma in Vehicle Sales Principles (QCF) Edexcel BTEC Level 3 Diploma in Body Building Principles (QCF)	Edexcel Level 3 Diploma in Vehicle Accident Repair Paint Competence (QCF) Edexcel Level 3 Diploma in Lift Truck Maintenance & Repair Competence (QCF) Edexcel Level 3 Diploma in Motorcycle Maintenance and Repair Competence (QCF) Edexcel Level 3 Diploma in Vehicle Sales Competence (QCF) Edexcel Level 3 Diploma in Body Building Competence (QCF)
2		Edexcel BTEC Level 2 Diploma in Light Vehicle Maintenance and Repair Principles (QCF) Edexcel BTEC Level 2 Diploma in Heavy Vehicle Maintenance and Repair Principles (QCF) Edexcel BTEC Level 2 Diploma in Auto Electrical and Mobile Electrical Principles (QCF) Edexcel BTEC Level 2 Diploma in Vehicle Fitting Principles (QCF)	Edexcel Level 2 Diploma in Lift Truck Maintenance & Repair Competence (QCF) Edexcel Level 2 Diploma in Motorcycle Maintenance and Repair Competence (QCF) Edexcel Level 2 Diploma in Vehicle Sales Competence (QCF) Edexcel Level 2 Diploma in Vehicle Accident Repair Mechanical, Electrical and Trim (MET) Competence (QCF)

Level	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
		Edexcel BTEC Level 2 Diploma in Vehicle Accident Repair Paint Principles (QCF)	Edexcel Level 2 Diploma in Body Building Competence (QCF)
		Edexcel BTEC Level 2 Diploma in Vehicle Accident Repair Body Principles (QCF)	Edexcel Level 2 Diploma in Heavy Vehicle Trailer Maintenance & Repair Competence (QCF)
		Level 2 Diploma in Lift Truck Maintenance & Repair Principles (QCF)	
		Edexcel BTEC Level 2 Diploma in Motorcycle Maintenance and Repair Principles (QCF)	
		Edexcel BTEC Level 2 Diploma in Vehicle Sales Principles (QCF)	
		Edexcel BTEC Level 2 Diploma in Vehicle Accident Repair Mechanical, Electrical and Trim (MET) Principles (QCF)	
		Edexcel BTEC Level 2 Diploma in Body Building Principles (QCF)	
		Edexcel BTEC Level 2 Diploma in Heavy Vehicle Trailer Maintenance & RepairPrinciples (QCF)	
1			
Entry			

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.

- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.

- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.

- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

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

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

- a twice yearly visit by an NVQ Standards Verifier to sample internal verification and assessor decisions for competence-based units and to review centre-wide quality assurance systems

For further details, go to the UK BTEC Quality Assurance Handbook 2011-12 http://www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made 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 should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.

IMI

THE INSTITUTE OF THE MOTOR INDUSTRY

Assessment Strategy

For

Vocational Competency Qualifications (VCQs)

Index

The Strategy consists of:

- Introduction
- Assessment
- Evidence Requirements for VCQ
- Rules of combination
- Workplace Assessment/Simulation
- Realistic Working Environment
- Expert Witnesses
- Remote Observation
- Assessor Requirements
- Internal Verifier Requirements
- Multi Discipline Assessors
- External Verifier Requirements
- External Quality Control of Assessment

Introduction

This document sets out the recommendations of IMI for the assessment of VCQ qualifications based on IMI developed National Occupational Standards. The Strategy is designed to operate across all four nations, bringing parity to all learners. Awarding Organisations wishing to operate VCQs in the retail motor sector must take full part in the IMI Awarding Body Forum.

This is the overarching strategy for the assessment and verification of competency based qualifications (VCQs) that are based upon National Occupational Standards from the IMI and will come into force on the 30th June 2010, it will apply to any new competence based units and qualifications.

Assessment

VCQs are a type of qualification which reflects the unique needs of the workplace. They should be assessed in a holistic way by technically competent assessors. The primary method of assessment should always be direct workplace observation. Some use of simulation is allowed (please see page 4).

Additionally Awarding Organisations are encouraged to make use of naturally occurring quality assurance and monitoring systems where they exist in workplace assessment environments.

The Institute of the Motor Industry require Awarding Organisations delivering VCQs to participate in an Awarding Body Forum. This will, as a minimum, involve an annual meeting to discuss issues of assessment and verification.

VCQ must attest to competence in an occupational role (where competence is defined as the ability to apply knowledge, understanding, practical and thinking skills to be effective in work: these skills will usually include problem-solving, being flexible to meet changing demands and the ability to work with or alongside others).

Any assessment must attest to competence in an occupational role (where competence is defined as the ability to apply knowledge, understanding, practical and thinking skills to be effective in work: these skills will usually include problem-solving, being flexible to meet changing demands and the ability to work with or alongside others)

Evidence Requirements for VCQ

Candidates working towards a VCQ must provide evidence from the workplace that covers a minimum of a 4 month, (16 week), period.

All evidence for VCQs must be assessed by suitably qualified assessors and must adhere to the requirements for the QCF units being assessed.

Rules of combination

Rules of combination must be that determined by the IMI SSC.

Evidence other than from direct workplace observation

Workplace Assessment/Simulation.

IMI credit based units are work/competency based and therefore candidates are to be assessed under normal workplace conditions. It is recognised however, that there are situations where the workplace may not be appropriate or that waiting for naturally occurring evidence is impractical. In these situations IMI will allow centres to set up or devise assessment situations.

These assessment situations can only be set up after:-

- all possible routes for the collection of naturally occurring evidence have been exhausted.

- the exact make up and content of the centre devised assessment has been agreed and approved by the external verifier.

- the assessor can assure that the simulation will provide evidence that is valid reliable and authentic

We suggest that centres seek written confirmation before proceeding with assessment. The need for simulation may result from consideration of:

- Safety

- Legislation

- Regulation

- Contingency

- Cost

- Frequency

In addition, IMI recognises that candidates using these credit based units in the context of a Level 1 qualification may be in a learning environment and not in a workplace. In these situations, centres may set up or devise assessment situations as required, with prior written agreement of the external verifier.

Any simulation must be carried out using actual vehicles; the use of engine rigs or electrical boards is not permitted.

IMI re-iterates that its credit based units have been designed to be capable of assessment in the normal workplace and that subject to the arrangements for simulation described above this should be the case.

Simulation will be monitored by the Awarding Organisations and where it is found to be the "norm" rather than the exception suitable action will need to be taken.

Realistic Work Environment

The IMI requires that candidates are assessed within their normal workplace, or in exceptional circumstances as described previously via simulation. The use of approved simulation means therefore that RWE, Realistic Work Environment is not to be used.

Expert Witnesses

The use of **witness testimony** and **expert witness testimony** are appropriate methods for assessors to collect supplementary evidence on candidates' performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the candidate's line manager.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, the awarding organisation's / body's quality assurance requirements must be met. Additionally the person or persons providing the Witness Testimony evidence must make themselves available to the External Verifier for confirmation of evidence validity if required.

Remote Observation.

The use of direct observation from a remote location is permitted as long as the centre seeks and receives the approval of their awarding organisation prior to its use and the awarding organisation discusses and agree this with the IMI prior to its use.

Assessor Requirements.

The assessment of VCQs must be carried out by approved industry competent assessors.

Assessors will be responsible for, and accountable for, the validity, reliability and authenticity of evidence.

The primary responsibility of the assessor is to ensure that candidates satisfy the requirements of the national occupational standards. It is important that an assessor can recognise occupational competence as specified by the national occupational standards. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in depth technical competence related to the qualifications for which they are assessing candidates.

It will be the responsibility of the approved centre to select and appoint assessors.

It will be the responsibility of the Awarding Organisation to approve centre selected assessors.

To be an approved assessor the person must:-

- have sufficient and relevant technical/occupational competence in the Unit, at or above the level of the Unit being assessed

- have in depth knowledge of the Qualification or credit based unit evidence requirements.

- hold or be working towards a relevant assessors award as specified by the Institute of the Motor Industry. This will include, but not be limited to the Assessor qualifications, Level 3 Award in Assessing Competence in the Work Environment, Level 3 Award in Assessing Vocationally Related Achievement, Level 3 Certificate in Assessing Vocational Achievement. (and by implication legacy Assessor units A1, A2 and D32/33 unit) but may be an appropriate equivalent as defined by the IMI, SSC).

- assessors working towards a relevant assessor qualification must achieve their qualification within 12 months.

- demonstrate knowledge and understanding of the competencies that a learner is required to demonstrate for the qualification that they are undertaking

- provide evidence of completing 5 days working/job shadowing in industry within their professional area in a 24 month period.

- provide evidence of 30 hours of technical/qualification related CPD within a 12 month period.(This is in additional to working/job shadowing).

- be approved by the Awarding Organisation to carry out assessments for the VCQs they are competent in.

Approval of assessors can be **removed**.

Assessors **cannot** assess the VCQ if they are not currently approved by, or have had their approval removed by, the Awarding Organisation.

Internal Verifier Requirements.

VCQs must be underpinned by quality assurance appropriate to workplace based delivery. At a minimum this should reflect the principles outlined below.

Internal Verification of VCQ shall be the responsibility of approved industry competent internal verifiers.

The primary responsibility of the internal verifier is to assure the quality and consistency of assessments by the assessors for whom they are responsible. Internal verifiers therefore need to have a thorough understanding of quality assurance and assessment practices, as well as technical competence related to the qualifications that they are internally verifying.

Internal verifiers will be responsible for, and accountable for consistency, quality and reliability of evidence and assessors.

It will be the responsibility of the approved centre to select and appoint internal verifiers.

It will be the responsibility of the Awarding Organisation to approve centre selected internal verifiers.

To be an approved internal verifier the person must:-

- have in-depth knowledge of the occupational standards and credit based unit evidence requirements.

- be occupationally aware of the relevant industry sector being internally verified

- hold or be working towards a relevant verifier award as specified by the Institute of the Motor Industry. This will include, but not be limited to the Quality Assurance qualifications Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, (and by implication legacy Internal Verifier unit V1 D34 unit) but may be an appropriate equivalent as defined by the SSC.

- verifiers working towards a relevant qualification must achieve their qualification within 12 months.

- provide evidence of CPD totalling not less than 30 hours from within their professional area within a 12 month period.

- be approved by the Awarding Organisation to carry out internal verification for relevant VCQ(s)

- demonstrate knowledge and understanding of the quality assurance processes required by the centre and the awarding organisation

Approval of internal verifiers can be **removed**.

Internal Verifiers **cannot** verify the VCQ if they are not approved by, or have had their approval removed by the Awarding Organisation.

Multi Discipline Assessors and Internal Verifiers

Assessors and Internal Verifiers who work across multi disciplines must agree to a programme of CPD that will, over an agreed period of time, show their competence across all areas that they assess.

The programme of CPD and the timescale must be agreed for each multi discipline assessor by their External Verifier and may be subject to scrutiny by the IMI.

It is the responsibility of the centre to keep a record of these agreements.

External Verifier Requirements.

Awarding Organisations will be responsible for selection and appointment of external verifiers.

To be an approved external verifier or moderator the person must:-

- hold or be working towards an appropriate qualification as specified by the Institute of the Motor Industry, confirming their competence to externally verify VCQ assessments This will include, but not be limited to the Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice, Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice, (and by implication legacy External Verifier unit V2 and D35 units) but may be an appropriate equivalent as defined by the SSC.

- external verifiers working towards a relevant qualification must achieve their qualification within 12 months.

- have experience of working within the Automotive Industry gained through current or prior employment in order to have an up to date technical awareness relevant to the VCQ they are seeking to externally verify

- have a sound and in-depth knowledge of the VCQ requirements

- demonstrate their commitment to maintaining their industry knowledge by providing evidence of CPD totalling not less than 30 hours from within their professional area within a 12 month period.

External Quality Control.

It is expected that the awarding of qualifications will be underpinned by quality assurance appropriate to workplace based delivery. At a minimum this should reflect the principles outlined below.

External quality control of assessment is the responsibility of the Awarding Organisations, they must ensure that common approaches are employed and that consistent, high standards are achieved.

External verifiers will be required to implement rigorous risk management strategies consistently across all centres for which they are responsible.

IMI recommends that Awarding Organisations adopt a risk rating and risk management system for centres offering IMI VCQs.

IMI recommend that such systems identify:

- Commercial Risk – is there potential for commercial pressures to ensure that candidates achieve qualifications within unduly short time frames?

- Assessment/Verification risk – are factors apparent in the relationship between candidates, assessors and verifiers that might prejudice a fair and consistent assessment process?

Where risks or potential risks are identified, IMI expects that the Awarding Organisation, via the external verifier takes appropriate action to ensure that the credibility of the assessment process is not prejudiced.

Awarding Organisations will be responsible for and accountable for the quality of VCQs delivered and assessed by their approved assessment centres.

Annexe E: Additional requirement for qualifications that use the term 'NVQ' in a QCF qualification title

Please go to www.ofqual.gov.uk to access the document '*Operating rules for using the term 'NVQ' in a QCF qualification title'*.