

Pearson Edexcel Level 2 Award in Knowledge of Employee Rights and Responsibilities for the Automotive Sector

Specification

First teaching November 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson Edexcel Level 2 Award in Knowledge of Employee Rights and Responsibilities for the Automotive Sector (QCF)

The QN remains the same.

References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of going to publication.

ISBN 978 1 446 95759 2

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Summary of Pearson Edexcel Level 2 Award in Knowledge of Employee Rights and Responsibilities for the Automotive Sector specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page Number/s
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of size of qualification aligned to TQT	1
TQT value added	2
Guided learning definition updated	12
QCF references removed from unit titles and unit levels in all units	14

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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1 Total Qualification Time (TQT)

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

The qualification in this specification is an Award size qualification - TQT value of 120 or less (equivalent to a range of 1–12 credits).

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 2 Award in Knowledge of Employee Rights and Responsibilities for the Automotive Sector
Qualification Number (QN)	600/3713/1
Accreditation start date	01/11/2011
Approved age ranges	16-18 19+
Credit value	2
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	20
Guided learning hours	8
Grading information	The qualification/unit is awarded at pass grade
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow Pearson's <i>Access and Recruitment</i> policy (see <i>Section 8, Access and Recruitment</i>)

Qualification title and Qualification Number

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

Objective of the qualification

The Pearson Edexcel Level 2 Award in Knowledge of Employee Rights and Responsibilities for the Automotive Sector has been approved as the Employee Rights and Responsibilities component for the Intermediate and Advanced Apprenticeships in the Automotive sector. Please see individual Apprenticeship Framework documents for further information.

The qualification gives learners the opportunity to:

- develop knowledge related to employee rights and responsibilities in the automotive sector
- achieve a nationally recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

Industry support and recognition

This qualification is supported by the Institute of the Motor Industry (IMI), the Sector Skills Council (SSC) for the automotive sector.

3 Centre resource requirements

Centres will be asked, as part of the approval process, to make sure that the resources requirements below are in place before offering the qualification.

General requirements

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
- Staff involved in the assessment process must have relevant expertise and occupational experience
- There must be systems in place to ensure continuing professional development for staff delivering the qualification

Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.

4 Qualification structure

Pearson Edexcel Level 2 Award in Knowledge of Employee Rights and Responsibilities for the Automotive Sector

The learner must meet the requirements outlined in the table below before the qualification can be awarded.

Number of credits that must be achieved	2
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Unit	URN	Mandatory unit	Level	Credit	GLH
1	M/503/0646	Knowledge of Employee Rights and Responsibilities for the Automotive Sector	2	2	8

5 Assessment

The unit in this qualification has specified learning outcomes and assessment criteria. To pass the unit, learners must meet all the assessment criteria.

IMI has produced a learner workbook entitled 'Employee Rights and Responsibilities Workbook for Apprentices in the Automotive Industry'. The workbook maps to the qualification requirements and may be used as evidence for the qualification. It can be found at www.motor.org.uk/standards-and-qualifications/apprenticeships.html

Alternatively, learners can generate a variety of different forms of evidence, including assignments, case studies and work-based assessments, along with projects, performance observation and time-constrained assessments. Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

All evidence should be indexed and referenced to demonstrate achievement against each of the assessment criteria and evidence requirements as outlined in the IMI workbook.

6 Recognising prior learning and achievement

Recognition of Prior Learning

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

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

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

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, qualifications.pearson.com

7 Quality assurance of centres

The Pearson quality assurance processes for the qualification in this specification involves:

- **centre approval**
For centres not currently approved to offer Pearson qualifications
- **qualification approval**
For existing centres, this can normally be carried out via Edexcel online, a secure, web-based service for use by centres.
www.edexcelonline.co.uk.
- **quality review and development**
This checks effectiveness of centre processes and prescribes remedial action where necessary.

The Pearson Edexcel Level 2 Award in Knowledge of Employee Rights and Responsibilities for the Automotive Sector will be quality reviewed as part of the BTEC apprenticeship in which it is being delivered (1 click apprenticeship).

This will involve integrated annual visits by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.

For further information on quality assurance, please see *Section 12, Further information and useful publications*.

8 Programme delivery

Centres are free to offer the qualification using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have access to the resources identified in the specification and to subject specialists delivering the unit.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

9 Access and recruitment

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

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

Centres are required to recruit learners to Pearson qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualification and that it will meet their needs.

Centres will need to review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have potential to successfully complete the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and any support that might be necessary when they are being assessed. The review must take account the information and guidance in *Section 9, Access to qualifications for learners with disabilities or specific needs*.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

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

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in

Section 4, Assessment.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

11 Unit

Edexcel units have the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

This specifies the number of credits that the learner will be awarded for completing the unit.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources that are needed to deliver the unit. The centre will be asked to ensure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard that a learner must meet to demonstrate that a learning outcome has been achieved.

Unit 1: Knowledge of Employee Rights and Responsibilities for the Automotive Sector

Unit reference number:	M/503/0646
Level:	2
Credit value:	2
Guided learning hours:	8

Unit aim

This unit will enable the learner to develop understanding of the automotive industry and the role of their organisation within the industry as well as understand their role within the organisation and their rights and responsibilities as an individual and their responsibilities when dealing with others.

Essential resources

IMI has produced a learner workbook entitled 'Employee Rights and Responsibilities Workbook for Apprentices in the Automotive Industry'. The workbook maps to the qualification requirements and may be used as evidence towards the qualification. It can be found at:
www.motor.org.uk/standards-and-qualifications/apprenticeships.html

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria
1 Understand employer and employee rights, responsibilities and organisational procedures	1.1 state employer and employee rights and responsibilities under employment law, including Disability Discrimination Act, health and safety and other relevant legislation
	1.2 identify any industry specific legislation and regulations that are relevant to own role
	1.3 explain why legislation is important in upholding and protecting the rights of both employer and employee
	1.4 describe organisational procedures for equality and diversity, including relevant documentation
	1.5 describe principles, policies and codes of practice used by their organisation and the automotive industry
	1.6 identify sources of information and advice on employment rights and responsibilities, including Access to Work and Additional Learning Support
	1.7 state the types of representative body within the automotive industry
	1.8 describe the main roles and responsibilities of the representative body and their relevance to the automotive industry
	1.9 describe how representative bodies within the automotive industry can support the employee

Learning outcomes	Assessment criteria
2 Understand the purpose of health, safety and security within the automotive sector	2.1 describe organisational procedures for health and safety, including relevant documentation
	2.2 explain the purpose of following health, safety and security procedures in the automotive sector
3 Understand the automotive sector and own organisation and role within the sector	3.1 identify the sectors that make up the automotive industry and where their organisation fits
	3.2 describe own role within the organisation and the automotive industry
	3.3 identify sources of information and advice on own industry, occupation, training and career
	3.4 describe career pathways available within the industry
	3.5 explain issues of public concern that affect their organisation and the automotive industry

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

13 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

December 2017

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