

Specification

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

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1 Qualification summary and key information

Qualification title	Edexcel Level 2 Award in Knowledge of Employee Rights and Responsibilities for the Automotive Sector (QCF)
QCF Qualification Number (QN)	600/3713/1
Qualification framework	Qualifications and Credit Framework (QCF)
Date registrations can be made	01/11/2011
Age range that the qualification is approved for	16-18 19+
Credit value	2 credits
Assessment	Centre-devised assessment (internal assessment)
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 Edexcel's <i>Access and Recruitment</i> policy (see <i>Section 8, Access and Recruitment</i>)

QCF qualification title and Qualification Number

The QCF Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. As well as a QN, each unit within a qualification also has a QCF unit reference number (URN).

The qualification title, QN and URNs appear on learners' final certification documentation. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Further information about certification can be found in the Edexcel Information Manual on the Edexcel website, www.edexcel.com/iwantto/Pages/info-manual.aspx

Objective of the qualification

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

2 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.

3 Qualification structure

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

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

4 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.

5 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.

Edexcel 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. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which can be found on the Edexcel website.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations who are recognised to operate within the QCF.

In these cases, the learner will not be required to retake any assessment for units that have already been achieved. The centre must retain evidence that the unit has been achieved.

6 Quality assurance of centres

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

- **centre approval**
For centres not currently approved to offer Edexcel 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 Edexcel Level 2 Award in Knowledge of Employee Rights and Responsibilities for the Automotive Sector (QCF) 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*.

7 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.

8 Access and recruitment

Edexcel'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 Edexcel 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*.

9 Access to qualifications for learners with disabilities or specific needs

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

We are committed to ensuring 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.

Details on how to make adjustments for learners with protected characteristics are given in the policy document Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications, which can be found on the Edexcel website: www.edexcel.com/Policies/

10 Unit

Edexcel units have 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 reference number

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

QCF level

All units and qualifications within the QCF have a level assigned to them. 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.

Credit value

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

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

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 Edexcel 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

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

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

11 Further information and useful publications

For further information about the qualification featured in this specification, or other Edexcel qualifications, please call Customer Services on 0844 576 0026 (calls may be monitored for quality and training purposes) or visit our website (www.edexcel.com).

Related information and publications include:

- Equality Policy
- Information Manual (updated annually)
- Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications
- Recognition of Prior Learning Policy
- Quality Assurance Handbook (updated annually).

Publications on the quality assurance of Edexcel qualifications can be found on the Edexcel website at www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications/home.aspx

12 Professional development and training

Edexcel supports UK and international customers with training related to Edexcel 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 in 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.

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 monitored for quality and training purposes.

The training we provide:

- is practical – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

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**For more information on Edexcel and BTEC qualifications please
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