

Provider Readiness Report

PRACTICAL INSIGHTS AND GUIDANCE

FOR DELIVERING APPRENTICESHIP STANDARDS



Motor Vehicle Service and Maintenance Technician

Strategic Partners:



NLWI



Delivery Partners:



Provider Readiness Report – Motor Vehicle Service and Maintenance (Level 3)

Introduction:

Provider Readiness Reports are delivery guidance documents for an apprenticeship standard. They are created by training providers (including colleges, independent training providers, higher education institutions and others). The reports provide practical insights and guidance to help with planning for delivery and in negotiations with employers. They will help providers make decisions about the commitment of time and other resources required to train apprentices to meet the requirements of the new standards

Standard	Link to Standard
Assessment Plan (end point)	Link to Assessment Plan
Employers involved with development of standard for Motor Vehicle Service and Maintenance	Led by organisations including: Jaguar Land Rover; Mercedes-Benz; BMW; Honda VW Group (Volkswagen Passenger Cars, Audi, SEAT, Skoda and Volkswagen Commercial Vehicles); Peugeot, Citroen; Stratstone Group; Arnold Clark Group; Cavalier Garages; Quality Car Service; Jim Steele Garages; and Retail Motor Industry Federation (RMIF) and the Institute of the Motor Industry (IMI)
SASE Overlap	Vehicle Maintenance and Repair (England) Level 2 Vehicle Maintenance and Repair (England) Level 3
Mandatory Qualification(s) on standard	EU's 2014 F-gas regulation qualification(s) Level 2 English and maths if prior achievement not available
Recommended Qualification(s) suggested by trailblazer group in assessment plan	None
Maximum Core Government Contribution (CGC), subject to employer contribution (15/16 & 16/17)	£18,000 maximum CGC, subject to employer £9,000 contribution. The price of on-programme training and end-point assessment is subject to employer/provider negotiation and may be higher or lower than combined values above; where higher the maximum CGC remains the same and the employer would need to pay the difference in full. The employer may be eligible for incentive payments, which they can use as they wish. See current funding rules for further guidance.
Anticipated Volume	High
Level	3

<p>English and Maths Requirements</p>	<p>For Level 3 to 7 apprenticeships, apprentices must achieve Level 2 English and maths prior to taking their end-point assessment.</p> <p>Apprentices must start English and maths at Level 2, unless the provider has conducted a formal, recognised assessment that demonstrates they need to study at Level 1 first in order to successfully achieve their Level 2.</p> <p>SFA provides a flat rate for English and maths up to Level 2 as part of an approved apprenticeship standard. Employers will not need to make an employer contribution.</p> <p>See current funding rules for further guidance.</p>
<p>End Point Assessment Methods</p>	<ul style="list-style-type: none"> • Log book • Knowledge and Understanding Test • Behaviour Assessment • Skills Test

Supporting information and Glossary of Terms

Assessment Role	Notes
Employer	Supports the apprentice in the workplace, may provide training, coaching or mentoring.
Training Provider	Employers wishing to access funding must appoint an SFA approved lead provider via the Register of Training Organisations (ROTO) https://www.gov.uk/government/publications/register-of-training-organisations Employers may choose to engage with one or more providers to deliver the on programme training.
End Point Assessment Organisation	Employers must select an end point assessment organisation from the SFA Register of Apprentice Assessment Organisations (RoAAO), approved to deliver this particular standard: https://www.gov.uk/government/publications/register-of-apprentice-assessment-organisations

Term	General Definition within Trailblazers
On-Programme	This is the period from start until the end-point assessment gateway is met. Apprentices require a minimum period of 12 months on-programme training, with 20% off-the-job training prior to taking the end-point assessment to meet funding eligibility requirements. It will include training to develop the skills, knowledge and behaviours detailed on the standard and completion of any mandated qualifications, including English and maths where required. Preparation for the end-point assessment should be completed in this phase. This is the area of significant interest for apprenticeship training providers.
Gateway	Any requirements that must be completed/achieved as a pre-requisite to undertaking the end-point assessment are termed the gateway. For example English and maths minimum requirements and all apprentices must hold a qualification that meets the EU's 2014 F-gas regulation. The gateway components are therefore the key outputs of the on-programme training period. For this apprenticeship, English and maths qualifications and the EU's 2014 F-gas regulation must be achieved before any end-point assessment component can be attempted.
Log book	An electronic record of all required core skills achieved within the place of work.
Knowledge and Understanding Test	An independent assessment of the knowledge and understanding of key elements of the apprentices' learning. Delivered through an online portal during the final end-point assessment. Knowledge and understanding is also assessed internally at the gateway elements of the programme by the lead provider and employer to ensure apprentices are on track.
Behaviour Assessment	An assessment of key soft skills and behaviours taken from a framework designed to check on individual's ability to work within a team and take responsibility where required and be an honest and dependable employee.

Skills Test	An assessment of the apprentice's ability to deliver a high quality solution to a technical problem. The apprentice will be assessed for skills competence throughout the on-programme and then during the final end assessment.
EU's 2014 F-gas regulation	An apprentice on completion must be qualified to work on equipment that contains fluorinated greenhouse gases (F gases) covered by the EU's 2014 F-gas regulation and must hold a relevant qualification(s).
Trainer	The term 'trainer' is commonly used in relation to roles within the on-programme period. A trainer may be appointed by the employer or training providers to deliver some or all parts of the on-programme phase of training. This includes delivering any mandated qualifications, preparation for the end-point assessment and all gateway components. The trainer has no status within the end-point assessment, unless specifically referenced and approved within the assessment plan (for example being a signatory to a portfolio or a panel interview).
Independent Assessor	Individuals involved in administering and delivering the end-point assessment are commonly termed the assessor, end-point assessor or independent assessor and must be appointed by an approved end point assessment organisation.

Themes	Considerations / Implications for delivery	Resources
<p>On programme components/ Delivery models/ Infrastructure:</p> <p><i>the drive towards effective competence-based and situational training</i></p>	<p>It will include training to develop the skills, knowledge and behaviours detailed on the standard and completion of any mandated qualifications, including English and maths where required. Preparation for the end-point assessment should be completed in this phase.</p> <p>The curriculum will not need to be extensively revised by the individual provider to meet the needs of the new standard. Generally providers will need to alter the delivery patterns of their current Level 2 and 3 apprenticeship frameworks and combine these for a 3-year programme for this new standard. The new standard will require additional training delivery to ensure the content and additional qualifications are covered. The main differences are an emphasis on basic engineering skills to be delivered along with complex engineering skills and knowledge of today's automotive vehicles and assessment of behaviours of apprentices throughout their programme. Additionally, apprentices will be measured on their ability to make contributions to the success of their employer's business both through productivity and a motivation to succeed.</p> <p>There are several different training models that include residential block-release programmes devised and operated by global vehicle manufacturers and day-release courses provided by training providers.</p> <p>Although the current system is acknowledged by employers to work reasonably well, there were concerns in key areas that include ineffective, expensive and time-consuming assessment processes, a complex and expensive qualification framework and a lack of consistency in the quality of training programmes. There are also wide variations in the quality of the training experience. Employers expressed the need for the assessment process to reflect the increasing complexity of vehicle systems, the emergence of many unfamiliar technologies and the importance of an individual's behaviour as well as their skill.</p> <p>There is opportunity to add additional value to programmes to provide increased incentive for employers; this may take the form of the delivery of the Level 1 Electric and Hybrid Vehicle Award for improved awareness and productivity enhancement elements.</p> <p>One of the main revisions for delivery and management of the programme will be the changes in accountability. Accountability for assessing the competence of the apprentice in the workplace will transfer from the training provider to employers, supported by the training provider and independent assessment organisation. It is the employer who will have primary responsibility for monitoring the apprentice's progress and deciding when the apprentice is ready to take the end-point assessment. The employer will therefore be</p>	<p>The Standard</p> <p>Assessment Plan</p> <p>SFA funding guidance</p> <p>Apprenticeship Standards Quality Statement</p> <p>Embedded functional skills materials</p> <p>The Employer Brief (under development) to accompany the plan will provide description of high level learning outcomes to support employers and providers to prepare apprentices for Assessment</p> <p>Future Apprenticeship website Toolkit</p>

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	<p>required to have greater engagement in the on-the-job skills development. This will require additional time, allocation of a mentor and ongoing monitoring of the apprentices' development though updates within the employer log book.</p> <p>End-point assessment and gateway assessment also provide a new approach for training providers to design and deliver on-programme teaching and learning.</p> <p>Additionally, all formal qualifications, other than those where there is a statutory requirement, have been removed in order that the qualification valued above all else is the achievement of the apprenticeship certificate.</p> <p>Funding of the programme will provide one of the most significant changes especially during the first cohort of apprentices as the mechanism to receive payments will depend on employers contributing towards the costs of delivery through direct payments to the provider. The price of on-programme and end-point assessment is subject to negotiation. The Skills Funding Agency will pay £2 for every £1 paid by the employer. Taking the Retail Automotive standard at banding 5, this will incur a contribution of £9000.00 over the term of the 3 year apprenticeship from the employer to receive the maximum core contribution of £18000.00 paid by the Government. If the price agreed is higher than £27,000 the employer will need to pay the difference in full. The employer payment will be paid over an agreed stepped payment schedule with the provider.</p> <p>New methods to collect payments will be required in many cases and negotiation with employers will have to take place around the schedule of payments, this may lead to weekly, monthly, bi-monthly or quarterly schedules for example, based on employer and provider agreements.</p> <p>Only when a payment from the employer is received will a payment from the Skills Funding Agency be made. Incentive payments back to the employer through the programme will offset most of the cost but this will be a new challenge for providers to broker. More information on funding is available on the SFA website. Additionally the new levy system will provide some more changes although this will still require employers to pay towards the apprenticeship training delivery so training providers will be required to explain this process with employers locally.</p> <p>Safeguarding and health and safety remain a fundamental part of the programme delivery with the addition of the Prevent duty needs. Prevent duty is taking some providers more time to embed into programmes. These areas will need additional quality delivery and coaching to ensure that they gain good engagement from the apprentices. A report on the current situation regarding Prevent is due from Ofsted in 2016. Much of this area will</p>	

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	<p>receive additional impact from the assessor when visiting the apprentice at the place of work.</p>	
<p>Resources: <i>materials/ resources/ equipment</i></p>	<p>Most current resources already used for the delivery with current retail automotive programme are still relevant. Value added additions for the delivery of High Voltage Vehicle (EV and Hybrid) technology may be required. Refrigerant handling F Gas qualification will require providers to have suitable air-conditioning equipment reflecting current standards within the retail automotive sector.</p> <p>Additionally, providers will need to ensure their members of staff are qualified to deliver the F Gas qualifications. This will add some costs to providers but is not expensive. Many equipment suppliers can provide a monthly charge for equipment or the providers can hire the equipment in when needed for training and assessment.</p> <p>A list of the expected equipment is made available as this was drawn up during the new standard's development. See appendix 1.</p>	<p>Kit List – see Annex 1</p> <p>https://www.gov.uk/guidance/qualifications-required-to-work-on-equipment-containing-f-gas</p>
<p>Staffing: <i>staff qualifications and skills needed</i></p>	<p>Delivery staff remains the hub of the programmes and they will need to be developed in new technologies where CPD has lapsed. Specifically, CPD across hybrid, diagnostics and refrigerant handling may be required. Training and assessment within the training facility is still required and the trainer's role will fundamentally stay the same although additions of gateways and end assessment provide some changes in the management of programmes. Assessors' roles alter the most with the move from a formal on the job assessment process to a monitoring and quality assurance of progress, behaviours and pastoral care.</p> <p>Assessors will be required to visit apprentices within the workplace but they will need to concentrate on the monitoring of employer log book progress, pastoral care and progress reviews and health and safety in the workplace. It is felt that the ratio of a visit every 12 weeks is still relevant for the new standard to ensure good retention and progression of apprentices.</p> <p>Functional skills delivery will be required for apprentices enrolling without the prior qualifications to provide exemptions. ICT functional skills are no longer needed as ICT is embedded within the standard around areas relevant to the job role. Level 2 English and maths is still a mandatory element.</p> <p>The ability for on-programme tutors to gain information from relevant manufacturers and employers to help keep their CPD and knowledge up to date would be helpful</p>	<p>http://www.theimi.org.uk/professional-development</p>

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	especially if all stakeholders are to work closer together.	
<p>Costing: <i>costs associated with the resources</i></p>	<p>Costing for the delivery of the new standard may be slightly higher than the framework, due to the end-point assessment along with the gateway assessment requirements. Additionally the need for more up to date vehicles and training kit will be needed which will impact of training providers budgets.</p> <p>It is the independent assessment organisation in all cases that delivers the end point assessment. The decision on whether the apprentice passes or fails the apprenticeship is made by the independent assessment organisation alone.</p> <p>The end assessment process has two options.</p> <p>Training providers with suitable facilities and resources may choose to offer delivery of the end-point assessment within their own facility; this is 100% moderated by an assessor from the employer's choice of independent assessment organisation. Training providers without a suitable facility will need to consider alternatives including facilities provided by the independent assessment organisation. Training providers with a cohort of 50 apprentices will on average require the use of the workshop facilities and assessment area for 4 weeks to see all apprentices through this process. For this reason some providers may choose to subcontract this element to one of the SFA approved independent assessment organisations.</p> <p>Costs to set up the assessment maybe be incurred through the use of facilities or additional kit or vehicles where required.</p> <p>A cash contribution by the employer to meet the cost of the external training and assessment provides the biggest change with a new funding mechanism for apprenticeship standards. Much of this can be off-set through incentive payments. This is through having a 16-18 apprentice or care leaver aged 19-24,* being an SME (up to 50 employees) and the apprentice completing the programme.</p> <p>*applies to starts from 16/17</p> <p>Negotiation with employers is a new area for many providers to take on in deciding how and when these costs are charged; this is up to the individual provider and employers to agree. The apprenticeship levy will also provide some changes to this process putting the funding with the employers through digital vouchers to decide how they want to spend it on apprenticeship training provision. The apprenticeship levy is due start 2017.</p>	<p>SFA funding guidance apprenticeship levy</p> <p>https://www.gov.uk/government/consultations/apprenticeships-levy-employer-owned-apprenticeships-training</p>

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<p>Marketing / Communication:</p> <p><i>promoting the offer to Employers/ Apprentices</i></p>	<p>This apprentice standard will need to be promoted to all employers, to show the changes in delivery method outlining the final end-point assessment requirements and the need for employers to be part of the on the job assessment of competence. The need to highlight the requirement for a suitable mentor within the employer to log competence and progression is also very important.</p> <p>Simple mail campaign may work to do this to the provider's employer database. Promoting individual aspects of the new standard on a monthly basis may help employers understand each element rather than the whole deal. It will be critical that employers are made aware of their new accountability and also their buying power when engaging a new provider to deliver the new standard. The accountability with completion of the learner log books will be a major culture change and employers will need to treat this part of the programme seriously.</p> <p>Employers will need to be informed about the changes to the funding process with the emphasis on the need for employers to pay towards apprenticeships. The new levy is also due in 2017, which will add another area of change over and above the initial changes in funding using the two for one option, which is available for new starts on the new standard from this year.</p>	<p>BIS/NAS materials</p>
<p>End point Assessment:</p>	<p>All apprentices will need to be signed off as ready by the employer and lead provider for the end-point assessment prior to booking this final part of the new apprenticeship standard. Any apprentices that are not deemed ready will need to complete additional study to reach the appropriate standard. Apprentices will need to be registered with one of the independent assessment organisations for the standard prior to attending the end assessment.</p> <p>End-point assessment will provide the greatest change to the delivery of the new standard. There are two options for the delivery of this:</p> <p>Option One: Deliver the end-point assessment within the provider's suitable training facility and use own assessors for the tests but using the prescribed process and tests delivered and moderated by the independent assessment organisation. As part of the inclusive price for end point assessment, costs will include fees for the moderation and online assessment platforms and registration fees.</p> <p>Option Two: Send the learner to an independent assessment organisation for the independent assessment across skills, knowledge and behaviours. As part of the inclusive price for end point assessment, cost will include fees for the assessment delivery and</p>	<p>Assessment Plan</p> <p>RoAAO</p>

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	<p>registration fees. There is no clear information on what the price for synoptic end assessment may be as a proportion of the total cost of the apprenticeship's external training and assessment. This will become clear when the independent assessment organisations confirm their offer for end-point assessment.</p> <p>In all cases the independent assessment organisation co-ordinates the end point assessment. While the training provider can conduct the test it is the independent assessment organisations that decide if the apprentice passes or fails the test.</p>	
<p>Recruitment/ Entry requirements</p>	<p>Requirements of this apprenticeship standard demand apprentices to be at the appropriate level of competence across English, science, maths and ICT to achieve the programme content. The level across these areas is at a skill level equivalent to a qualification achievement at Level 2.</p> <p>Apprentices will need to complete Level 2 functional skills or equivalent across English and maths. Apprentices who do not possess these qualifications at the start of the programme will need to achieve before taking the end point assessment. Normally, this achievement would be completed within the first year of the programme.</p> <p>The use of external agencies to support this may be needed if the provider or employer does not have the skills level available. Funding for English and maths will be made available on top of the government contribution cap. Current funding levels are £471 for each qualification required.</p>	
<p>Delivery:</p> <p><i>What types of delivery model will bring apprentices to competence? Developing curriculum Formative assessment to meet learning needs and gateway or milestone points</i></p>	<p>Delivery models should be able to run in a similar manner to current programmes although there will be a need to allow time at the end of each year for gateway assessments to check on competence development towards the final end-point assessment.</p> <p>Larger provider programmes may continue along the block release process with some adding more virtual online classroom learning within the programme to allow greater emphasis on practical skills development when the learner attends the training facility.</p> <p>The additional qualifications within the new standard are the achievement of F-Gas Accreditation. This will need some additional time within the curriculum to deliver. It may also need some urgent CPD for delivery teams to be able to deliver and certify apprentices within this area. Trainers will require the F-Gas Certificate before they deliver this training.</p> <p>Additional training kit will also be needed (see Annex 1).</p>	<p>http://awarding.theimi.org.uk/Qualifications/L3-Award-in-Automotive-Refrigerant-Handling-EC842-2006</p>

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<p>Relationships:</p> <p><i>Employer specific requirements</i> <i>Employer/ Provider/ Apprentice</i> <i>Contracts</i> <i>Roles and responsibilities</i> <i>Professional body registration (where applicable)</i> <i>Governance and quality assurance arrangements in place</i></p>	<p>Implications for the delivery of the standard may come from the providers not taking the quality assurance aspect seriously with the employer during the programme leading to the apprentice not being ready for the end-point assessment. Providers will need to ensure that there is adequate quality assurance built into the programme to avoid disadvantaging the learner and an inability to pass the gateway assessments, leading to extended time on programme and lack of motivation to succeed.</p> <p>Some providers may not deliver adequate quality assurance during the initial gateway assessments which could lead to apprentices being put forward for the end-point assessment who are not ready. This will lead to failure and re-assessment at additional costs and lower motivation of the learner. Care needs to be made to track performance and competence development using suitable tools such as an e-portfolio.</p> <p>Professional body registration is a potential additional feature but could provide a motivational platform for new apprentices to succeed and progress within the sector at a higher level.</p> <p>External Quality Assurance (EQA) of the standard will need to be delivered by an independent body.</p> <p>Suitable providers are able to register their interest in delivering the end assessment by completing the independent assessment organisation tender process on the SFA e-tendering portal.</p>	<p>SFA funding guidance</p>
<p>Sub-Contracting relationships:</p> <p><i>Lead provider role and potential for collaboration on apprenticeship delivery</i></p>	<p>There are good options for collaboration between providers not in competition for the delivery of the new standard, as providers may use each other for the end-point assessment and work out an appropriate cost to do so if they have been able to complete the tender process and due diligence to be a named independent assessment organisation for this standard.</p> <p>There are some concerns that this may be contentious with providers lowering their standards for partner provision; this should not be possible due to the external quality assurance measures.</p> <p>Lead providers are only (in some cases) responsible for conducting the practical skills tests; the decision on who passes or fails is made by the independent assessment organisation. In 100% of cases the end point assessments need to be delivered by the employer's choice of independent assessment organisation.</p>	<p>SFA funding guidance</p>

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Progression:	<p>Progression will be to Higher Level Apprenticeships (Level 4), Supervisory Management (Level 3 CMI or equivalent), Master Technician, and Team Leader or Manager (CMI or equivalent).</p> <p>Apprentices entering this programme could come from full time completing a VRQ Level 2 at an FE college.</p> <p>Apprentices dropping out of the programme at any stage will risk receiving no credit or certification for their progress due to the standard requiring completion of the end-point assessment at the end of the programme.</p>	
Other:	<p>Many fear the role of the formal assessor will be gone when using the new standard. The on-programme teaching and delivery will still require the skills of the assessor when managing the relationship with the employers, completing the employer log books, assessing work entered in the log book against true competence, the skills test, pastoral reviews and progression checks, behaviours assessment and to deliver the ongoing quality assurance.</p> <p>The ownership of the new standard will be with a lead group of employers who will monitor its performance and decide where any changes are required through the feedback received from providers and employers as the first cohorts complete. This standard currently has a governance group concerned with oversight of its success and will add a technical expert group to update the standard as the industry develops further with technology, working standards and practice.</p>	

Annex 1

Options for Tool Kit Lists based on an average size training provider with 50+ apprentices

EQUIPMENT	QUANTITY	EQUIPMENT	QUANTITY	EQUIPMENT	QUANTITY	EQUIPMENT	QUANTITY
FULL TOOL KITS VARIOUS HAND TOOLS	8	AIR LINES	4	GREASE GUN	3	DTI GAGUES	6
BENCHES	10	MULTIMETERS	12	ELECTRIC VEHICLE SAFETY KIT	1	VERNIER GAUGE	6
DIAGNOSTIC KIT	2	SOLDERING IRONS	12	ELECTRICS TRAINING KITS (LOCKTRONICS)	12	MICROMETER 0-25MM	6
COMPUTERS	12	SET SQUARE	6	EXTENSION LEADS	5	MICROMETER 50MM+ SET	6
PRINTER	4	VISCOUS FAN SPANNER	2	TROLLEY JACKS	4	MYTYVAC	2
WHEEL ALIGNMENT EQUIPMENT	1	AIR DRILL	2	AXLE STANDS LARGE	8	EAZI OUTS	6
BATTERY CHARGER	3	PISTON RING PLIERS	4	AXLE STANDS SMALL	8	STUD EXTRACTORS	6
SUSPENSION COMPRESSOR	2	POP RIVOT GUN	2	AIR CON RECHARGING MACHINE	1	GLOW PLUG TESTER	2
OSCILLOSCOPE 2-4 CHANNEL	2	FUEL SYSTEM PRESSURE TOOL	2	GEAR BOX JACK	1	PULLER	2
PARTS WASH AREA	1	FILTER WRENCH	4	PETROL COMP TESTER	2	HYDROMETER	4
OIL DRAINERS	2	SENIOR HACKSAW	12	DIESEL COMP TESTER	2	HYGROMETER	4
BRAKE BLEEDER	1	JUNIOR HACKSAW	12	DIESEL LOCKING PIN SET	2	RELAY TESTER	2
FOUR POST RAMP	1	LEAD LAMP	8	OIL PRESSURE TESTER	2	PUNCH STAMPS	1
TWO POST RAMP	1	VALVE REFACER	3	COOLING PRESSURE TEST	2	CIRCLIP PLIERS SETS	6
JACKING BEAM	1	VALVE SEAT CUTTER	3	ADAPTOR	2	VALVE SPRING COMP	6
V-BLOCKS	3	CALIPER TOOL	2	JUMP LEADS	2	TAP DIE SET	2
CYLINDER LEAKAGE TEST	2	TRAINING CONSUMABLES	1	BRAKE FLARE TOOL	1	CHASSIS TRAINING AIDS	12
TRAINING VEHICLES	4	ENGINE TRAINING AIDS	8	TRANSMISSION TRAINING AIDS	8	ELECTRICS TRAINING AIDS	12