



IMI Automotive Skills

SECTOR QUALIFICATIONS STRATEGY



THE INSTITUTE OF THE MOTOR INDUSTRY



UK COMMISSION FOR
EMPLOYMENT AND SKILLS

(this page left intentionally blank)

CONTENTS

SECTION 1: Executive Summary	4
SECTION 2: Scope of the SQS	8
SECTION 3: Sector Working Environment.....	20
SECTION 4: Summary of current qualifications and other learning provision	22
SECTION 5: Other Sector Uses of Qualifications	45
SECTION 6: How the SSC Will Help Realise the Future	47
ANNEXE 1: Stakeholder engagement in Action Planning.....	66
ANNEXE 2: Copy of paper-based survey	67

SECTION 1: Executive Summary

- 1.1 The retail automotive sector employs approximately 585,000 individuals.
- 1.2 Approximately 542,000 of those work in England, Wales and Northern Ireland. In terms of public sector qualifications – those accredited by the regulatory authorities in the respective countries – 207,162 qualifications have been achieved since records began to be kept. This figure includes qualifications that no longer exist and there are no figures for how many of those individuals who achieved those qualifications still work in the sector.
- 1.3 Therefore, if the sector relies on accredited qualifications alone, it has no real indication of how many working in the sector are currently competent.
- 1.4 The total turnover of the approximately 69,170 businesses in the footprint across the UK is £140bn per annum. Across the UK, approximately 87% of businesses employ fewer than 10 people.
- 1.5 The gender balance within the industry is currently approximately an 80:20 male:female ratio across the entire sector.
- 1.6 In some sectors, such as the body building sector, there is a high rate of ethnic minority workers. Whereas in other sectors there is not, such as in the light and heavy vehicle maintenance and repair sectors, where the ability to read and understand very technical data information is an obstacle for most who have English as a second or other language.
- 1.7 Work completed by Automotive Skills Ltd., through their Sector Skills Agreement (SSA), and research carried out by the IMI provided sufficient evidence to identify skills gaps and shortages and enabled us to present draft solutions to the sector.
- 1.8 In order to clarify the composition of the IMI and its various constituent parts and their roles and responsibilities, it is useful to briefly describe some key functions within the organisation.
- 1.9 The IMI has two distinct groups within it:
 - The SSC function, carried out by the Skills Development and Professional Body teams and supported by the External Affairs team.
 - The awarding body.
- 1.10 The IMI became the licensed Sector Skills Council (SSC) for the retail automotive sector in September 2007. The predecessor organisation, Automotive Skills Ltd was subsumed in to the IMI group and branded as IMI-Automotive Skills – made up of the Skills Development and Professional Body teams, supported by the External Affairs Team. This division picked up the work remit of its predecessor and began work on this Strategy in October 2007.
- 1.11 One of the key functions of an SSC is to develop National Occupational Standards (NOS), on which all vocational qualifications for the sector are based.
- 1.12 In exactly the same way as it does with NOS (whereby IMI-Automotive Skills develop NOS and then hand them over to awarding bodies to develop and offer qualifications based on them), IMI-Automotive Skills also develops the standards for the Automotive Technician Accreditation (ATA) scheme (which, in turn, are based on NOS). This function is carried out by the Skills Development Team.
- 1.13 The Professional Body Team is responsible for management of membership of the IMI. In addition, it is also responsible for the governance and monitoring of the ATA scheme, this includes the quality assurance of awarding bodies who deliver and administer the scheme.

- 1.14 The awarding body, IMI Awards Ltd., is a discrete limited company within the group, with its own Board and governance structure. The awarding body develop, administer and quality assure the delivery of qualifications they are approved to offer. In a similar way, they develop the assessments and quality assure the delivery of the ATA scheme. There is a strong government-approved 'conflict of interest' policy which separates the awarding body function from the rest of the organisation.
- 1.15 All awarding bodies involved in the ATA scheme are responsible for developing their ATA assessments and quality assure the delivery of those assessment by their providers.
- 1.16 Through a process of highly focused consultations IMI-Automotive Skills engaged with every sub-sector of the industry (including SMEs, national and international companies) as well as trade and professional associations, governments and government bodies from across the UK, awarding bodies, training providers and higher education. We also ran an online survey that targeted specific questions around current and future qualifications provision.
- 1.17 A successful sector-wide marketing strategy was implemented to raise the profile of the Sector Qualifications Strategy (SQS).
- 1.18 The solutions contained within this strategy are those supported by employers who participated in the consultation process.
- 1.19 Some of the assertions and solutions contained within this Strategy are strongly worded and may appear, to some, to be 'confrontational' and 'controversial'. It is not our intention to be such, but this is an opportunity to reflect on the reality of the present situation.
- 1.20 Employers who engaged in the consultation process agreed with, and wanted, this approach – as did the Steering Group who approved this Strategy for submission. It was felt that the Strategy should not 'tip-toe' round the issues and challenges we face with qualifications and their development, structure, content, delivery, assessment and funding.
- 1.21 In order to address these issues, clarity and focus is required and this is reflected in the language used within this Strategy.

Sector Qualifications Framework

- 1.22 A sector qualifications framework will be developed by IMI-Automotive Skills that will contain qualifications constructed of bite-sized chunks of learning with flexible, fit-for-purpose assessments. The sector may not retain all current qualification types – most notably, at this point, S/NVQs. The SSC will provide the common nomenclature, structure and content for awarding bodies to develop qualifications from.

Funding

- 1.23 Funding policies are seen as inhibiting take-up of qualifications by employers. Funding is often at the wrong level and targets the wrong level of qualifications and the wrong age groups (age is not necessarily an issue in Scotland). Qualifications are often developed and delivered to suit the capability of providers to deliver, rather than the needs of the sector.
- 1.24 Funding policies will need to change so that (i) providers have adequate resources to deliver the resulting new qualifications and (ii) qualifications development and delivery is driven by employer need, not funding levels.

Delivery

- 1.25 While there are pockets of good delivery, major concerns exist amongst employers over the quality of delivery available to the sector. IMI-Automotive Skills is committed to working with all

stakeholders involved in the development and delivery of qualifications to raise the standard of delivery across the sector to an acceptable level.

- 1.26 When the quality of delivery is at an acceptable level for the industry, accreditation schemes, such as ATA, the Institute of Road Transport Engineers Certificate (IRTEC) and the Institute of Vehicle Recovery (IVR) scheme will work with governments to ensure that these schemes are made widely available and supported by governments across the UK.

Apprenticeships

- 1.27 Apprenticeship frameworks will be reviewed to ensure that a rational offer is in place for all sectors for whom a framework would be of benefit. IMI-Automotive Skills will review and, where necessary, amend and modify the structure and content of the frameworks.
- 1.28 Specific issue for the sector are:

Management and Leadership

- 1.29 Only 14% of managers in the sector hold a Level 4 qualification (S/NVQ Level 4). There is agreement that managers need to develop their skills in order to make their businesses more profitable. However, many managers do not see this need and therefore won't engage in training, often because the qualifications available do not support the individual's or organisation's needs.
- 1.30 As a means of assessing and developing these skills, the sector supports the development of an industry devised management accreditation scheme. This management accreditation scheme will underpin the development of qualifications, but the value-added of an accreditation scheme over qualifications is that it is likely to include an accompanying Code of Conduct based around behaviours and culture that begin to raise the standard of ethical behaviour within the sector. Achievement of accreditation would obligate holders to operate in accordance with this Code of Conduct.
- 1.31 Qualifications that are constructed of bite-sized chunks of learning and fit-for-purpose assessment models will contribute to the development of management and leadership skills leading to achievement of management accreditation.

Customer service skills

- 1.32 The level of customer service skills is well below what is needed by the sector. Public perception of the industry is largely based on the level of customer service they receive (along with the level of technical competence and professionalism).
- 1.33 In order to change the culture within the sector, customer service skills will be embedded within all relevant units of qualifications as discrete learning outcomes. This will help promote the importance of customer service skills, while delivering them in a more appropriate and manageable way.
- 1.34 For certain sectors, however, discrete units will still be available and will vary in depth and breadth according to the job profiles using them.

Careers and CPD

- 1.35 The sector is typically the last choice for those entering the sector. The sector needs clear and structured career pathways that enable individuals to see the opportunities and benefits of working in the sector. It would also benefit from an appropriate way to identify skills gaps and shortages and ways of addressing them.

- 1.36 The development of a Skills Passport for the sector will provide the sector with a 'one-stop-shop' for individuals and organisations to identify job roles and skills needs and how and where they can address them. Other features can be built in that provide value-added for employers, awarding bodies and providers.

Basic and employability skills

- 1.37 The level of basic and employability skills across the sector is below the standard needed. This spans across technical and managerial disciplines and is endemic within the sector.
- 1.38 The sector qualifications framework will ensure that basic and employability skills are addressed and embedded.
- 1.39 IMI-Automotive Skills will work with stakeholders to bring England in line with Scotland, Wales and Northern Ireland in terms of Key/Core/Essential Skills delivery and assessment.

Attraction and retention

- 1.40 In order to make the sector more attractive to school leavers, work needs to be carried out in conjunction with careers advisors to ensure appropriate advice and guidance is provided to those interested in the sector.
- 1.41 An appropriate qualifications offer needs to be developed and delivered to the 14-19 age group across the UK and this will vary depending on each country's education system.
- 1.42 More effort needs to be made to recruit female workers in to the industry, as this would help improve the perception amongst the general public and help dispel traditional stereotypes that have plagued the sector for decades.
- 1.43 If all the above measures are developed and implemented, they will support raising the profile and perception of the sector among learners, employees, employers and the general public.
- 1.44 IMI-Automotive Skills are confident that the level of engagement achieved throughout the development of this Strategy has enabled us to propose solutions that are not only fit-for-purpose in addressing the needs of the sector, but that also have the support of employers within the sector (see *Section 6, How IMI-Automotive Skills has worked with partners*).

Next steps

- 1.45 Once this Strategy has been approved as meeting the quality standard required for SQS, IMI-Automotive Skills will begin negotiations with stakeholders to agree Action Plans for each country of the UK.
- 1.46 These action plans will detail who we are going to work with, how we will work with them and what outcomes will be achieved (see *Section 6, How IMI-Automotive Skills will work with partners to prepare information and Action Plans*).

SECTION 2: Scope of the SQS

In this section we provide details of the UK-wide scope of the Strategy, in terms of the sector coverage, the occupations covered, the population of learners and the range and type of qualifications available (both accredited and non-accredited qualifications), including HE, apprenticeships and sector/employer training schemes.

We also highlight any differences and similarities between the four UK nations, especially where they impact on the scope of the Strategy. Overlaps with other Sector Skills Councils (SSCs) are highlighted.

The key priorities for the sector, in terms of qualifications and other learning provision, are highlighted, as well as how the Strategy will impact on existing government policies around the UK.

- 2.1 Research undertaken by the IMI supported the research outcomes reached by Automotive Skills Ltd. in their work on Stages 1 through 3 of the SSA for the sector.
- 2.2 However, in a separate development the IMI had already begun working with employers within the sector to provide solutions for these issues. Through this work it became apparent that the solutions contained within the SSA, at Stages 4 and 5, would not effectively address the key issues highlighted in Stages 1 through 3, and the proposed actions were not well supported by the sector.
- 2.3 This is evident by the fact that, for example, through Stage 3 of the SSA only 26 employers engaged in face-to-face consultations. In Stage 5 only 33 organisations from across the entire UK supported and committed to the solutions proposed by the predecessor SSC.
- 2.4 Once consultations began with employers in the development of the Strategy, it was clear that the range of solutions proposed by IMI-Automotive Skills were being much more positively received.
- 2.5 This is evident by the fact that over 205 employers and 16 of the major trade and professional associations within the sector (representing over 60,000 employers/individuals, or over 10% of the total workforce - most of whom are SMEs), support the solutions within this Strategy. It is clear the proposals in this Strategy will meet the needs of employers in the sector to better effect than those contained within the original SSA.
- 2.6 While the original SSA gained support from government stakeholders it did not gain support from employers within the sector, as can be seen from above.
- 2.7 Both NVQs and Automotive Retail Management Standards featured as solutions in the SSA (this will be highlighted later, in Section 4).
- 2.8 However, it is clear from the employer consultations we conducted that employers have lost confidence in the NVQ system, for example, and those qualifications have lost credibility with employers.
- 2.9 The situation is less clear in Scotland, and further investigation will need to be carried out before a definitive answer can be given as to whether employers believe SVQs are fit-for-purpose. If employers tell us that these qualifications are not fit-for-purpose we will look to develop alternative competence-based qualifications that are.
- 2.10 However, if employers tell us that SVQs are fit-for-purpose and are meeting the needs of employers we will work with stakeholders in Scotland to determine why this is so and see what lessons can be learned from the Scottish experience with SVQs and how we can apply these lessons to NVQs across **the other three** countries of the UK to the benefit of sector.
- 2.11 It is also clear that qualifications developed from the Automotive Retail Management Standards have failed completely.

- 2.12 Employers who had previously signed up to the solutions in Stage 5 of the SSA are now supporting this Strategy and its solutions, and details of this are given in Section 6.2.
- 2.13 The IMI continues to support the SSA process and is embedding this in to it's business planning processes for the future.
- 2.14 It is important to stress, at the outset, that the only area this Strategy deviates from the original SSA is in the solutions provided at Stage 5. Indeed, we have used much of the data and intelligence resulting from the work completed in the development of the SSA in the development of this Strategy and the issues arising from this research form the basis for it.

Occupations covered

- 2.15 IMI-Automotive Skills boundaries are defined in the SSC license from the Sector Skills Development Agency (SSDA) according to Standard Industry Classification (SIC) code definitions. The new 2007 SIC Codes applying to the sector are SIC Codes 45 and 77 covering wholesale and retail trade and repair of motor vehicle and motorcycles and the rental and leasing of motor vehicles (cars, light motor vehicles and trucks). The SIC codes cover products including passenger cars, CDVs, LCVs, HGVs, PSVs, trailers, semi-trailers and encompass specialist vehicles such as ambulances, motor homes, caravans, military vehicles and off-road vehicles.
- 2.16 Twelve industry-defined activities cover all types of vehicle, with businesses typically carrying out more than one activity.
- 2.17 In more detail, sectors are broken down in to the following sub-sectors:
- Light vehicle maintenance and repair
 - Heavy vehicle maintenance and repair
 - Motorcycle maintenance and repair
 - Fast fit operations (tyres, exhausts, batteries, etc.)
 - Accident repair
 - Body building
 - Parts distribution and supply
 - Vehicle sales
 - Vehicle rental and leasing (self drive or with driver)
 - Roadside assistance and recovery
 - Lift truck maintenance and repair
 - Motorsport maintenance and repair.
- 2.18 Approximately a quarter of all employees in the sector work as technicians, with a total of 33% in skilled occupations. Sales and administration staff account for 40% of the total, with around 10% being owners or senior managers. The remaining 10-15% includes professional and elementary occupations.
- 2.19 New recruits tend to come from school (40%) or FE (20%) with HE accounting for just 7%, well below that for other sectors.
- 2.20 80% of employees in the sector across the UK are male, with a slightly higher proportion in Wales and a slightly lower proportion in Scotland. Ethnic minorities are also slightly under-represented, although not so in Scotland.

- 2.21 Employment volumes are fairly static at around the 585,000 mark.
- 2.22 The total turnover of the approximately 69,170 businesses in the footprint across the UK is £140bn per annum. Across the UK, approximately 87% of businesses employ fewer than 10 people.
- 2.23 Some sectors have seen a downturn in activity over recent years, as the sector has evolved. For example, the number of franchised outlets has halved over the last 30 years, from 10,200 in 1975 to 5,600 in 2005. The number of bodyshops has also fallen dramatically - from 12,700 in 1997 to just 6,700 in 2005.
- 2.24 Across the UK as a whole, the sector accounts for just over 2% of the working population. The only significant exceptions to this are Greater London and the West Midlands.
- 2.25 In Greater London the sector footprint accounts for 1.25% of the working population. In the West Midlands the share of the workforce is 3% - this reflects the historical concentration of vehicle manufacturing in the region, which has resulted in a concentration of automotive business activity downstream of the factory gate. At around 74,000 the West Midlands has the second highest volume of sector employees of any nation or region after the South East of England, which has approximately 86,000 employees.
- 2.26 Out of the total workforce of approximately 585,000, fewer people are employed in the footprint in Scotland, at around 43,000 (7%), and Wales, at around 30,000 (5%), than in any English region apart from the North East (at 23,000).
- 2.27 In Northern Ireland the estimate of total employment in the sector is 15,000 (3%).

Population of learners

- 2.28 This Strategy covers potential new entrants in to the sector and must, therefore, address the industry's attraction to 14-19 year olds. With an aging workforce and diminishing population increase, the pool of future employees will be reduced – with all sectors trying to attract employees in to their industries. We must provide clear and structured qualification pathways that meet the needs of our industry and that are attractive to young people as well as those already working in the sector.
- 2.29 It also covers the existing workforce, both new and experienced workers, at all levels of the business, many of whom have not engaged in learning for some time.
- 2.30 In addition, at management level, many transfer in from other sectors and this means that these transferees need to learn more sectorally-related skills. Managers and leaders are a particular focus for this Strategy.

Range of provision

- 2.31 The range of qualifications within scope of this Strategy are as follows:
- Vocationally-related qualifications inside and outside of national qualifications frameworks across the UK
 - Diplomas (starting in September 2008)
 - Welsh Baccalaureate
 - Scottish Progression Awards
 - S/NVQs
 - Apprenticeships

- Higher education courses
- Company-specific training courses
- Other qualifications offered to 14-19 year olds.

2.32 In addition, there are many employer training schemes in existence (these are discussed in more detail in Section 4). Many employers have turned away from accredited qualifications in favour of developing their own provision.

2.33 A number of trade associations, such as the British Vehicle Rental and Leasing Association (BVRLA), have developed training programmes which are offered to members.

2.34 There are also various accreditation schemes in existence, such as ATA (developed by the IMI), IRTEC (developed by the Society of Operations Engineers) and the IVR accreditation scheme, that develop individuals' current competence within specified disciplines within the sector.

Key Priorities

2.35 Across the sector, there are a number of key issues which need addressing, as highlighted through the SSA, and these are:

- Management and Leadership
- Customer service skills
- Careers and CPD
- Basic skills
- Attraction and retention.

2.36 Qualifications are one part of the solution and can make a major contribution in remedying the difficulties the industry currently has. Changing the culture is the main driver for addressing the issues above and qualifications play a central role in supporting that change. Only if employers can see they have the support, in terms of the right qualifications that are fit-for-purpose, will they begin to see the benefit to their business in addressing the issues through use of qualifications.

Government policies

2.37 The Strategy has the capacity to impact on educational policies and initiatives across the UK by helping governments realise their ambitions for qualifications and skills.

2.38 Each country has developed, or is developing, a skills strategy and/or implementation plans.

2.39 The UK-wide review of skills, **Leitch Review of Skills: prosperity for all in the global economy – world class skills**, identified many ways in which the skills agenda can move forward. Through the development of this Strategy and a subsequent action plan, we will work with government stakeholders in England to identify ways in which we can contribute to the implementation of this review

2.40 The Scottish skills strategy, **Skills for Scotland, a lifelong skills strategy** outlines a number of areas where SSCs can contribute to policy initiatives.

2.41 The Welsh Assembly Government has released the consultation paper, **Skills That Work for Wales, a skills and employment strategy** that outlines key objectives for education in Wales.

2.42 We will work with government stakeholders in Northern Ireland on the development of their skills strategy and implementation plans.

- 2.43 With each individual country, IMI-Automotive Skills will work with government stakeholders to identify and agree specific actions through which we can i) move their agenda forward and ii) make any necessary changes to ensure that fit-for-purpose qualifications are available to employers within and across the sector.
- 2.45 In terms of specific actions, the following table identify how the proposed solution contained within this Strategy will impact on various government policy/initiatives.

Country	Policy initiative	IMI-Automotive Skills contribution
UK-wide	National Occupational Standards (NOS)	<p>Following the development of the strategy, we will consider which NOS need to be reviewed and/or revised in line with the feedback we receive from the industry.</p> <p>It is already apparent that there is some work around ethical competence that needs to be taken forward. We will put forward a rationale and plan for this and other NOS projects that we feel need to be taken forward by IMI-Automotive Skills.</p>
	Funding policies	<p>It is vital that government policy around funding aligns with qualifications developed by the industry and enables providers to offer cost-effective, high-quality delivery.</p> <p>We will work with funding agencies and governments across the UK to ensure that policies and processes support the delivery of the qualifications industry needs.</p>
	Foundation Degrees (England, Northern Ireland and Wales only)	<p>Foundation Degrees can play an important role in helping to upskill individuals looking to move in to or already in management posts.</p> <p>We will work with HEIs to see how and where we can move to greater assimilation of vocationally-related qualifications in to Foundation Degrees and vice versa, thus giving access to a wider range of management qualifications. Working with Foundation Degree Forward organisations in England, Wales and Northern Ireland and with HEIs we will ensure there are fit-for-purpose Foundation Degrees for the retail automotive sector.</p>
	Apprenticeships	<p>A number of the Apprenticeship frameworks within England and Wales have recently been reviewed and the results of this will feed in to the Strategy at the Action Planning stage. Any lessons learned from this work will also feed in to future reviews of the entire apprenticeship framework across all four countries of the UK, where appropriate.</p> <p>Through the consultation process it is clear that employers and apprentices themselves feel the need for the frameworks to be revised to make them more flexible and allow more industry-specific qualifications and accreditation schemes to be included within the framework, particularly the ATA scheme.</p>
England	The Qualification and Credit Framework (QCF)	The QCF provides the sector with the opportunity to introduce more flexible, bite-sized chunks of learning in the form of units and qualifications – something employers are keen to explore. Additionally, with the lack of qualification types in the new framework, we can develop more

		<p>realistic and valued competence-based qualifications to replace outdated and unpopular NVQs.</p> <p>Additionally, we recognise that the QCF will operate across England, Northern Ireland and Wales (where it will be an integrated part of the CQFW).</p>
	14-19 Diplomas	<p>The development of Diplomas in Engineering, Retail and IT provide the industry with an opportunity to produce content that excites and motivates 14-19 year olds. We are, and will, contribute to the development of a retail automotive additional/specialist learning pathway.</p> <p>IMI-Automotive Skills is currently exploring how a new project in development could contribute to this initiative. The project consists of a 6 week learning programme which culminates in a competition. The project is designed to not only raise awareness of the industry, but also to raise awareness of the breadth of the industry (for further information see <i>Attraction and retention, Section 6.1</i>).</p>
	Train to Gain	<p>In its current form, the Train to Gain policy is the single biggest obstacle to providing industry with the qualifications and structures they need, primarily because of the issues discussed on pages 18/19.</p> <p>We welcome the move to base Train to Gain on a sectoral-needs basis, but as the automotive industry is not a priority sector for Train to Gain, we will need to work with the LSC to ensure that funding policy enables the qualifications industry needs to be supported by public funds.</p>
Scotland	Curriculum for Excellence	<p>Aimed at giving more freedom for teachers, greater choice and opportunity for pupils and a single coherent curriculum for all young people aged 3-18. Its stated aim is to, ‘...challenge us to think differently about the curriculum... encourage those working in education to plan and act in new ways’. We believe by working with the relevant Scottish bodies we can help develop an innovative and exciting automotive aspect to the curriculum.</p>
	Determined to succeed	<p>This report signals a very different approach to education and enterprise and we believe we can make a valuable contribution to this. We believe we can help in the following areas:</p> <p>Every pupil from P1 through to S6 having an opportunity to engage in enterprise activities within the retail automotive sector on an annual basis and pupils in S5 and S6 having an</p>

		<p>entitlement to case studies based on local or Scottish businesses operating in the retail automotive sector.</p> <p>All pupils over the age of 14 having an opportunity for work-based vocational learning linked to accompanying relevant qualifications within the retail automotive sector.</p> <p>We will work with employers to facilitate a major expansion in the involvement of businesses in our sector in our schools.</p> <p>IMI-Automotive Skills is currently exploring how a new project in development could contribute to this initiative. The project consists of a 6 week learning programme which culminates in a competition. The project is designed to not only raise awareness of the industry, but also to raise awareness of the breadth of the industry (for further information see <i>Attraction and retention, Section 6.1</i>).</p> <p>Working with the Scottish Government, we would explore the possibility of IMI-Automotive Skills contributing to an annual National Award scheme that recognises and promotes excellence in Enterprise in Education.</p>
	<p>Scottish Credit and Qualifications Framework (SCQF)</p>	<p>The SCQF affords us the opportunity to work with government, government bodies and awarding bodies to develop qualifications that meet the needs of employers and are exciting and attractive to learners of all ages.</p> <p>Working with Scotland on the SCQF will help us address many of the issues raised by employers and detailed in this strategy.</p>
<p>Northern Ireland</p>	<p>Under 16 provision</p>	<p>Now that the Vocational Enhancement Programme (VEP) has been running for a few years IMI-Automotive Skills have already committed to a comprehensive evaluation on its effectiveness.</p> <p>As the 2 year pilot of the under-16 Pre-Apprenticeship comes to an end, we are actively participating in the evaluation with a view to 'roll out' across NI.</p> <p>IMI-Automotive Skills is currently exploring how a new project in development could contribute to this initiative. The project consists of a 6 week learning programme which culminates in a competition. The project is designed to not only raise awareness of the industry, but also to</p>

		raise awareness of the breadth of the industry (for further information see Attraction and retention, Section 6.1).
	NI Careers Strategy	<p>With the increasing consolidation/co-ordination of careers advice provision we are active in providing careers information to advisors.</p> <p>Also, there are school initiatives being implemented designed to inform young people directly about all the motor industry careers options.</p>
	Training for Success	Working with Department for Employment and Learning (DEL) and the NI Assembly Committee we are actively involved in adapting this initiative to ensure it delivers good quality training across NI.
	FE Means Business	This NI Assembly Strategy aims to more closely align training provision to employer needs and we are working with colleges and the local motor industry to assist implementation.
Wales	Learning Pathways 14-19	<p>Learning Pathways addresses the need for a more flexible and balanced approach to the education of 14-19 year olds and will provide young people in Wales with a wider range of experiences which are aimed to suit their diverse needs. We believe we can work with the Welsh Assembly Government to provide exciting and innovative approaches to learning and teaching in the context of the retail automotive sector.</p> <p>Specifically, through this strategy and subsequent Action Plans we will look to engage with the Welsh Assembly Government to improve qualifications and the proportion of 16 year olds progressing to further learning in education and training.</p>
	Welsh Baccalaureate	<p>We will work with the Welsh Assembly Government to support the development of a retail automotive pathway for learners to engage in.</p> <p>IMI-Automotive Skills is currently exploring how a new project in development could contribute to this initiative. The project consists of a 6 week learning programme which culminates in a competition. The project is designed to not only raise awareness of the industry, but also to raise awareness of the breadth of the industry (for further information see <i>Attraction and</i></p>

		<i>retention, Section 6.1).</i>
	The Credit and Qualifications Framework for Wales (CQFW)	<p>The CQFW provides the sector with the opportunity to introduce more flexible, bite-sized chunks of learning that are appropriate, relevant and valued by employers. Working with Wales on the CQFW will help us address many of the issues raised by employers and detailed in this strategy.</p> <p>We have the opportunity, as qualifications accredited in to the QCF will have QCF rules applied if they enter in to the CQFW, to develop more realistic and valued competence-based qualifications.</p>

- 2.46 In working with governments on education policies and initiatives, there must be a two-way flow in the process, whereby government initiatives/policies can impact on delivery of the Strategy.
- 2.47 There are two important aspects that need to be considered very carefully when taking account of these:
- where these can help deliver the Strategy
 - where these may potentially hinder delivery of the Strategy.
- 2.48 Where these can help deliver the Strategy we will, in the Action Plans, detail how, when and with what outcome we can contribute to the relevant initiative/policy. We have already identified these for each country of the UK and discussions with government agencies are underway. These Action Plans will identify specific actions and tasks that will be undertaken.
- 2.49 Where they may potentially hinder delivery of the Strategy, we will identify the risk and how we intend to work with governments/government agencies to reduce or remove that risk.
- 2.50 For example, a major, and recurring, theme and concern that came out of the employer consultations was government policy around funding and employers asked IMI-Automotive Skills to specifically raise this with governments.
- 2.51 Within and across the four nations of the UK, funding policies impact on qualifications delivery. In many cases, this has driven the development *and* delivery of qualifications, to the detriment of industry.
- 2.52 Through the consultation process we have established that employers within the sector have real concerns that funding policies have driven down the quality of delivery. This is especially so in England, where policies appear to be less flexible in addressing the needs of the sector.
- 2.53 In other words, there is common consensus amongst employers we consulted with that awarding bodies often develop qualifications that they know i) their centres can deliver and ii) that they can get funding for. This has led to many qualifications being offered that don't meet the needs of the sector and that produce, at the end of the qualification, individuals that don't have the requisite skills.
- 2.54 While we recognise this is not the case with all qualifications, awarding bodies are, naturally, focused on their customer's capabilities and constraints and this has led to the situation described above for many qualifications.
- 2.56 There is clear evidence from employers that the level of funding and the time allowed on programme, in certain countries, has led to providers putting candidates through qualifications as quickly as possible, resulting in poor quality delivery and assessments (with regard to NVQs), so that funding is adequate for the resource input available to providers.
- 2.57 In England, funding is targeted primarily at Level 2 qualifications and at the 19-21 year-old age group. Whereas the industry, in general, needs funding for higher level qualifications and in some sectors specifically at an older age group.
- 2.58 For example, the current Sales workforce stands at approximately 262,000, yet cumulative achievement of accredited qualifications— for both NVQs and VRQs - stands at 572. There could be a number of reasons for this, but primarily it is because this workforce is traditionally recruited from an older age group that sits outside current funding arrangements. There could also be difficulties with structural and assessment requirements which will need to be investigated.
- 2.59 Similarly, the traditional recruitment age range in other sectors such as heavy vehicle and motorcycle maintenance and repair and roadside recovery is much older than the 19-21 year old age group because of, in some instances, legislative restrictions and, in most cases, because of insurance availability for this age range.

- 2.60 In Scotland, despite the same level of per capita funding for apprentices being released from central government in Westminster, providers receive less funding per apprentice in Scotland (£7,500)¹ than their counterparts in England (£8,800)².
- 2.61 This has led to training providers focusing on winning contracts to train English apprentices rather than Scottish ones.
- 2.62 It also means that providers in Scotland must deliver the same components of an apprenticeship framework as in England – a S/NVQ, a vocationally related qualification (Technical Certificate in England) and Key/Core Skills – but at a substantially lower income rate than England.
- 2.63 There are similar disparities across the UK.
- 2.63 In Northern Ireland, providers receive more funding than in England and Scotland (£10,800)³. However, providers must deliver two levels (S/NVQ Levels 2 and 3) within the one framework. There is an additional £1,500 (£750 per level) given to the employer, making a total of £12,300. This effectively means a provider has to deliver each level for approx. £5,400 per apprentice.
- 2.64 In Wales providers receive approximately £7,500⁴ per apprentice for the same framework as England.
- 2.65 Additionally in Wales, provision for certain qualifications is unavailable in Wales, so learners have to come across the border in to England to receive this training. However, the Welsh Assembly Government do not fund Welsh nationals if they receive their training in England rather than Wales, even if the training isn't available in Wales, thus many Welsh learners go without the necessary training. This is potentially damaging for the Welsh economy as the new skills would be applied in Wales for the benefit and development of the Welsh economy.
- 2.66 Funding mechanisms should be established for apprenticeship and adult training programmes that work across all four nations of the UK and do not disadvantage either apprentices or employers, depending on where they live.
- 2.67 In the future, funding should be based on quality delivery and outcome achievement, rather than on 'time on programme' payments. Payments to providers would be staged, with an initial payment released on completion of a SSC-approved diagnostic assessment, resulting in an individualised Training Needs Analysis and Action Plan. Subsequent payments would be based on quality unit and/or qualification achievement.
- 2.68 This would enable providers to put together individualised programmes based on individual and organisational need. In Scotland, this is already the case with Apprenticeships and this should be replicated across all learning programmes and all countries of the UK.

¹ Source: Employers and training providers consulted during the development of the Strategy.

² Source: National Learning and Skills Council

³ Source: Employers and training providers consulted during the development of the Strategy.

⁴ Source: Employers and training providers consulted during the development of the Strategy.

SECTION 3: Sector Working Environment

In this section we explain special features or characteristics of the working environment that need to be taken into account. This will help to inform the design, delivery and assessment of appropriate learning provision to ensure that it is accessible to the existing and future workforce.

This section also includes any specific differences between the four UK nations, as appropriate.

We provide an analysis of sectoral workforce trends for the future and any changes forecast to the working environment. This is based on evidence from the Sector Skills Agreement and other relevant research conducted over recent time periods.

- 3.1 In most sectors, access to training is limited because of the cost to employers, both in terms of direct financial costs and costs to the business in terms of absence from the workplace. A more flexible qualifications structure would enable more individuals to engage in learning and would make it more attractive for many employers.
- 3.2 In other words, a flexible qualifications structure would enable providers to offer, and employers to take up, qualifications that were more easily tailored to the individual needs of the employees/organisations. It would enable providers to offer 'bespoke' qualifications made up of units that employees/organisations needed in order to address their particular needs.
- 3.3 If these qualifications were constructed of bite-sized chunks of learning, it would also ensure that the 'downtime' for individuals, in terms of absence from the workplace, would be minimised and thus make qualifications more attractive and perceptually less costly to employers.
- 3.4 In some sectors, there are age constraints with regard to recruitment. Either because of legislation or public perception, recruitment policies target an older workforce, for example in sectors such as heavy vehicle (HGV licence restrictions) and motorcycle (engine CC licence restrictions) maintenance and repair, roadside recovery (licence restrictions) and sales (where recruitment is generally from the age group over 21, because of public perception around relevant experience).
- 3.5 Technology changes rapidly in many areas of the sector, such as light vehicle maintenance and repair. Keeping pace with these technological changes can be time-consuming and costly. However, employers cannot afford for their staff not to be upskilled, so they bear the cost. Much of this training is provided by motor manufacturers. If this training was brought in to a qualifications framework, the burden on employers' costs could be reduced by public funding, thus easing the pressure on SMEs in the sector, who specifically find this difficult and challenging.
- 3.6 Again, because of time and resource pressures, current assessment methodologies often place obstacles in the way of uptake. This has led to inappropriate assessment practices and the devaluation of many qualifications – most notably NVQs. More flexible assessment methodologies would enable more appropriate assessment methodologies to be used. We need to develop assessment methodologies that work up from current business processes rather than impose an ideologically perfect assessment model that doesn't work for the sector.
- 3.7 Employers have reported to IMI-Automotive Skills incidences of assessment practice that includes:
 - assessors not visiting candidates on a regular basis
 - assessors not observing candidates' work
 - assessors using 'job cards' (in vehicle maintenance and repair) as sole evidence of competence
 - assessors taking a 'tick-box' approach to assessment, rather than assessing holistically.

- 3.8 This strongly suggests that a lot of the difficulties that employers experience with accredited qualifications is in the assessment practices employed by providers. Work needs to be carried out with awarding bodies to strengthen quality assurance processes to ensure we eradicate the above practices as much as is possible.
- 3.9 There is an under representation of women in the industry, with a ratio of approximately 80:20 male:female representation.
- 3.10 The traditional image of the sector is one dominated by men, and this has led to a stereotypical perception of the industry which has contributed to a lack of trust in the sector on behalf of female users of the sector, particularly in the maintenance and repair and sales sectors.
- 3.11 We have an ageing workforce and a slowing population increase. As these older workers move out of the sector or retire, their skills will be lost. The need to attract new entrants in to the workforce is a key issue for the sector. We need to develop a clear career pathway, supported by a clear and fit-for-purpose qualifications framework for the sector that appeals to school leavers, as well as those moving in to the sector.
- 3.12 Vehicle technological advances will change the way the sector operates and qualifications need to be able to react much faster to these changes than they currently do. For example, developments such as 'green' fuels will affect the skills requirements of those working in the industry.
- 3.13 Not just technicians working on vehicles, but sales staff, customer advisors and management all need to keep their knowledge current. This and many other technological advances in all areas of the industry, not just in technician roles, poses serious issues for the current qualifications system and needs to be addressed at the qualification design stage.
- 3.13 Recruitment of managers from within organisations does not always mean that the best person for the job is recruited in to position. With the narrow and reducing workforce in many sectors, such as body repair, this situation will only increase. New and aspiring managers need qualifications that prepare and equip them to take up these roles or to develop new skills when in role. Again, these qualifications need to be flexible and fit-for-purpose.
- 3.14 Most employers, particularly within dealerships, tend to send one person on a training course and rely on that individual passing on this information when back in role. Too often, though, employers tell us this does not happen or does not happen effectively. Most employers see training as a cost they cannot afford and therefore employ this model of upskilling.
- 3.15 If the workforce is to be more effectively upskilled, the funding of qualifications needs to be addressed to ensure the money is targeted in the most appropriate areas, in the most effective way.

SECTION 4: Summary of current qualifications and other learning provision

This section describes the main qualification types, and other learning provision available to the sector, at all relevant levels and indicating their purposes, interrelationships (including progression routes) and availability from different providers.

We highlight any differences in the main types of qualifications within scope across the four UK nations.

We also provide an analysis of qualifications and other learning provision within the scope of the Strategy, which supports the information presented in this section.

Finally, we provide details of what qualifications and other learning provision are currently used/valued and accepted by employers, any gaps between the qualifications or learning provision available, what employers want and need, what needs to be done to address those gaps/needs and details of where there is employer driven evidence for the rationalisation or development of (new) qualifications or learning provision.

Summary of current qualifications and other learning provision

- 4.1 The range of qualifications for the retail automotive sector is comprehensive with over 100 qualifications offered by seven different awarding bodies accredited by the regulatory authorities for use specifically within the sector footprint.
- 4.2 There are few pre-entry programmes in place to support progression into the sector. The poor image of the sector does not tend to attract more able learners and careers guidance often presents the sector as the career of last choice rather than a career of choice.
- 4.3 The principal categories of qualifications available for use are Vocationally Related Qualifications (VRQs) and National Vocational Qualifications (NVQs) and corresponding Scottish Vocational Qualifications (SVQs). The majority of qualifications are available at S/NVQ Levels 1, 2 and 3. There are three Entry Level qualifications in England, Wales and Northern Ireland and a number of higher level qualifications across all four countries of the UK.
- 4.4 In addition to qualifications accredited for use by automotive-specific occupations within the sector, there is a range of other accredited provision in areas such as customer service, business and administration, and management. Key Skills (through Levels 1 – 3) qualifications have been accredited for use within the sector. Occupational Qualifications for assessors and verifiers are also accredited for use by awarding bodies serving the sector.

Main qualification types

- 4.5 The qualifications in question fall into the following main types:
 - Entry Level
 - Key Skills/Core Skills/Essential Skills
 - Vocationally-related Qualifications (VRQs)
 - SVQs and NVQs
 - Scottish Progression Awards
 - Scottish National and Higher National Certificates and Diplomas
 - Welsh Baccalaureate
 - Occupational Qualifications
 - Company specific training
 - Higher Level Qualifications
 - Foundation Degrees, First and Graduate Degrees

- Professional Qualifications and Membership and CPD Awards.

Purposes

- 4.6 In addition to this, there are several accreditation schemes that are not qualifications. These schemes, such as the ATA, IRTEC and IVR, amongst others, attest to an individual's current competence in key aspects of their job, demonstrated after a prolonged period of time in role.
- 4.7 These accreditation schemes sit outside of any qualifications framework, and it is not intended to bring these within any frameworks at this time. However, a long-term goal is to make these schemes more widely available and supported by government and government agencies across the four nations of the UK.
- 4.8 These schemes have been developed with the direct involvement of employers within the sector and are supported by the sector as a way of maintaining and increasing skills levels and professionalism within the sector.
- 4.9 In England, the following Diplomas will be available for use by providers within the sector: Diploma in Engineering (from 2008); Diploma in Retail (from 2010). Specialist Learning Pathways will need to be designed for each of the new Diplomas to support learner progression and further meet employer skills needs.
- 4.10 There are also a number of National Progression Awards, Higher National Certificates and Diplomas and National Qualifications in Scotland relevant to the needs of the sector. These must not be confused with Edexcel BTEC Higher Nationals that are accredited in England, Wales and Northern Ireland.
- 4.11 National Progression Awards (NPA) are designed to assess a defined set of skills and knowledge in specialist vocational areas, they link to National Occupational Standards and are mainly used in colleges for short programmes of study.
- 4.12 National Certificates aim to develop a range of skills and knowledge, including transferable skills, such as Core Skills. Each National Certificate also has specific aims relating to a subject or occupational area and is designed to prepare candidates for further progression. They are primarily aimed at 16-18 year olds and adults in full-time education, normally at a college.
- 4.13 Higher National Certificates and Higher National Diplomas (HNCs and HNDs) are designed to provide the skills and knowledge needed for training towards jobs at middle management and technician level across a range of occupations.
- 4.14 In Wales, the Welsh Baccalaureate is available at Foundation, Intermediate and Advanced Level. The Award combines traditional qualifications with the new Core Award. The Core is made up of:
- Wales, Europe & the World, including a language and Individual Investigation
 - Personal & Social Education including Community Participation
 - Business Related Education including Work Experience and Enterprise
 - Key Skills.
- 4.15 Successful completion of the Advanced Diploma will be equivalent to an additional Grade A at A-Level and is worth 120 UCAS points for entry to university.
- 4.16 There is an active development programme of Foundation Degrees for the sector in England, Wales and Northern Ireland and there is a limited number for higher education qualifications. The retail automotive sector has the lowest inflow of graduates of any industry sector and extra-sector recruitment of employees qualified to graduate level is insignificant.

- 4.17 Professional Body membership is offered by the IMI and the Society of Operations Engineers (SOE). The IMI can offer Engineering Council Registration with EngTech and IEng awards to suitably qualified personnel and both organisations offer programmes to support Continuing Professional Development.
- 4.18 There are other sub-sector trade and professional associations that offer membership services as well as training and certifications.
- 4.19 There is extensive provision of S/NVQs and VRQs across the sector by further education institutions and by private training providers. In 2005, over 4,000 courses were offered by such providers, leading to recognised qualifications.
- 4.20 NVQs are designed to recognise occupational competence, demonstrated over a period of time – although evidence from consultations indicates that the delivery and assessment of these qualifications is undermining this purpose and, largely, these qualifications have lost the confidence of employers within the sector. Primarily these qualifications are offered as part of an apprenticeship programme. Very few, if any, are taken outside of these frameworks.
- 4.21 There is a Young Apprenticeship Programme in England for the sector for those aged 14 -16 and the framework includes a range of relevant sector-related qualifications.
- 4.22 The retail automotive sector is one of the most significant when it comes to the number of learners who enrol on apprenticeship programmes and modern apprenticeship programmes in Scotland.
- 4.23 The current apprenticeship frameworks across the UK require that the following four elements be completed successfully before the award of the Apprenticeship Certificate by IMI-Automotive Skills: Employment Rights and Responsibilities; Key/Core/Essential Skills; Vocationally Related Qualification (Technical Certificate); and the S/NVQ.
- 4.24 In 2004-2005 the number of young people starting their apprenticeships in England was 13,205 although this figure dropped to 9,450 in 2005-2006 because of changes in the design of the apprenticeship frameworks which required apprentices to complete the Apprenticeship at Level 2 before proceeding to the Advanced Apprenticeship at Level 3. In the four years from 2002 – 2006 the success rate for Apprenticeships increased from 18% to 44% and for Advanced Apprenticeships increased from 33% to 54%.

Interrelationships

- 4.25 Many of the qualifications have been designed to be available at a number of levels to encourage learners to demonstrate how they can build on their skills, knowledge and understanding. The unit structure of many of the qualifications were designed, where possible, to allow for recognition of prior achievement and unit transfer arrangements.
- 4.26 S/NVQs and the majority of VRQs use the Automotive Skills NOS as their benchmark. The S/NVQs are based directly on the standards and VRQs are either derived from the standards to complement the S/NVQs or they are mapped to the standards so that a degree of comparability can be achieved. Thus knowledge and understanding for the S/NVQ can be gained through the VRQ (particularly where it functions as a technical certificate within an apprenticeship framework).
- 4.27 Scottish Progression Awards are linked to NOS and could therefore provide links to SVQs.
- 4.28 In 2005 Automotive Skills Ltd. re-developed the NOS for their main suite of qualifications.

Availability

- 4.29 All of the accredited qualifications are available within England, Wales and Northern Ireland and in Scotland the SVQs replace the NVQs.
- 4.30 The main awarding bodies serving the sector are the City and Guilds of London Institute (City & Guilds), the Institute of the Motor Industry Awards Limited (IMI AL), and SQA Awarding Body.
- 4.31 ABC offers a Certificate and a Diploma at Level 1 in Motor Vehicle Studies.
- 4.32 Edexcel offers a National Award, National Certificate and National Diploma at Level 3 in Vehicle Technology. Edexcel also offers Level 2 First Certificate and Diploma in Vehicle Technology. A Higher National Certificate (HNC) and a Higher National Diploma (HND) are available in Vehicle Operations Management.
- 4.33 The Institute of Leadership and Management (ILM) and the Chartered Management Institute (CMI) both offer qualifications to the sector.
- 4.34 The Welsh Joint Education Committee (WJEC) and the Council for Curriculum, Examinations and Assessment (CCEA) offer Entry level and GCSE provision. There is one entry level qualification offered by the WJEC in Motor Vehicles and Road User Studies.
- 4.35 The Welsh Baccalaureate is now widely available across Wales.
- 4.36 In Northern Ireland, the awarding body division of CCEA offers a GCSE at Levels 1 and 2 in Motor Vehicle and Road Studies.
- 4.37 Scottish Progression Awards, National and Higher National Certificates and Diplomas are widely available in Scotland. At the time of writing we are awaiting take-up figures for these from the awarding body division of SQA.
- 4.38 The awarding body division of SQA offers a number of Higher National Certificate and Diploma and National Qualifications to the sector.
- 4.39 There are two technical Higher Level Qualifications accredited for use within the sector along with a number of higher level qualifications in management.
- 4.40 Foundation Degrees began to be developed from 2004 onwards and there are a limited number of programmes being offered to the sector in partnerships between further and higher education providers.
- 4.41 The vast majority of automotive higher education programmes fall within the engineering sector. Loughborough University offers First and Graduate Degree programmes in Automotive Retail Management.

Employer Training

External Training and Recognition

- 4.42 Because of a lack of confidence in accredited qualifications, several training providers worked with employers in the design of the automotive training courses they offered. Employers were involved in different aspects of the process and to varying degrees, with consultation ranging from feedback on previous experiences to focus groups establishing training needs.
- 4.43 A small number of providers tailor their courses to the specific needs of the employer. However, there were limitations due to inflexibility in the design and availability of certain courses and qualifications.

- 4.44 Workshop training was by far the most frequently carried out type of training provided by employers in the retail automotive sector and was most likely to be carried out in-house (84.6%) without external accreditation. There were no forms of training where the share of externally accredited training exceeded 50%.

Split of Internal/External training within the sector⁵

	Internally	Externally
Management	65.5%	41.4%
Sales	60.0%	35.0%
Workshop	86.4%	16.7%
Administrative	66.7%	45.9%

- 4.45 The companies who met their training requirements externally determined which provider to use on an individual case basis; identifying the training requirements and then selecting the provider who could best meet those needs. In the majority of cases, employers who worked with providers in this way did so with the aim of accessing an accredited qualification which would be supported by public funding. There was limited evidence of employers designing their own programmes for external accreditation.
- 4.46 Two primary reasons for providing training externally were identified; the first being contractual (i.e. an obligation to send employees on manufacturer training courses) and the second being that employers felt internal provision was distracting for the individuals involved and other employees and that external provision assisted focus and resulted in increased outputs.
- 4.47 There was a view that technical training was something which was difficult to deliver externally because the amount of equipment required would be cost prohibitive. Otherwise external training was provided mainly for financial training (as qualified accountants were necessary), employment law and other legalities and some technical training.
- 4.48 There appeared to be a difference in the types of technical training provided externally as opposed to that delivered internally. External technical training was mainly used to update staff with specialist and new skills which could not necessarily be offered internally.
- 4.49 Some elements of management training were also delivered externally.
- 4.50 Small to medium sized companies tended to do the vast majority of their internal training onsite, mainly in the workshop, although there were instances of companies using online and video tools to supplement the learning process.

Employer Training and Internal Recognition

- 4.51 Many of the employers in the sector who deliver training programmes internally will also offer some form of recognition to those who have proved themselves successful. In most cases, this recognition will be in the form of a company certificate: some certificates recognise attendance on a training programme; other certificates – where assessment of some kind has been built into the programme – recognise success.

Awarding Body Recognition

- 4.52 Awarding Bodies offer additional support for employers in a number of ways in order to ensure that employer training can be recognised. A number of awarding bodies offer ‘quality assured awards’ whereby employer programmes can be endorsed and recognised.
- 4.53 A minority of ‘quality assured awards’ are designed in conjunction with the employer as a bespoke programme and there is no link into national qualifications frameworks across the UK.

⁵ Source: Automotive Skills Sector Skills Agreement, Stage 2 Report.

- 4.54 Edexcel offers ‘employer solutions’ focusing on support for activities such as training needs analysis and assessment and certification of bespoke training courses.
- 4.55 City and Guilds offer services to employers including accreditation, mapping in-house training programmes to NOS, customisation of existing qualifications provision and the development and delivery of bespoke qualifications jointly with the employer.
- 4.56 Very little research has been carried out into this range of awarding body activities and consequently there is little reliable data on how far such work impacts on the framework of national qualifications within the sector.

Qualifications data

- 4.57 This section of the report quantifies education and training provision for the sector by providing information on the take-up of learning, learner demographics and achievement for both further education and work-based learning.
- 4.58 The majority of the data has been sourced from the bodies responsible for publicly funded provision in the four nations. However, due to sometimes significant variations in data collection systems, the scope and detail of the information available in this report can vary.
- 4.59 In addition, classification systems and methodologies for collection mean that some allowance has to be made when considering the absolute accuracy of the data.
- 4.60 For example, a small minority of courses related to motor vehicle provision may fall under a specific ‘Area of Learning’ (as exemplified in the classification system used by the Learning and Skills Council in England) but may be related to a different sector footprint to that of IMI-Automotive Skills.
- 4.61 It is estimated that the data in this report is accurate to within a tolerance of 1%.
- 4.62 Where gaps in information were identified, key sources in each of the four nations were approached for additional detail. However, some data was either unavailable or resources did not permit the supply of such data.
- 4.63 This will need to be reviewed in any future assessment of provision. The SSC will seek to work with the relevant governments agencies to establish agreements across the four nations that ensure an annual report containing all of this relevant information can be published for the benefit of the sector.
- 4.64 This section focuses on currently available publicly funded learner education and training or, if up to date figures have not been possible to obtain, data available at the time of writing the SSA.

Further Education

- 4.65 In terms of work-based training, the amount of NVQ certificates in England, Wales and Northern Ireland are detailed in Table 1.

Qualification Title	Level	Current	Expired	Total by title
Vehicle Body and Paint				
Vehicle Body & Paint Operations	2	Yes	Yes	4,010
Vehicle Body & Paint Operations	3	Yes	Yes	2,569
Vehicle Fitting				
Vehicle Fitting Operations	1	Yes		648

Qualification Title	Level	Current	Expired	Total by title
Vehicle Fitting Operations	2	Yes		1,358
Vehicle Fitting Operations	3	Yes		2
Vehicle Maintenance and Repair				
Vehicle Maintenance and Repair	2	Yes	Yes	14,955
Vehicle Maintenance and Repair	3	Yes	Yes	15,583
Vehicle Parts				
Vehicle Parts Operations	1	Yes		0
Vehicle Parts Operations	2	Yes		450
Vehicle Parts Operations	3	Yes		358
Vehicle Sales				
Vehicle Sales	2	Yes		41
Vehicle Sales	3	Yes		58
Roadside Assistance and Recovery				
Roadside Assistance and Recovery	2	Yes		47
Roadside Assistance and Recovery	3	Yes		61
Total				40,140
Expired titles				
Vehicle Body Fitting	2		Yes	2,283
Vehicle Body Repair	3		Yes	3,771
Vehicle Body Fitting	1		Yes	3,438
Vehicle Fitting	2		Yes	2,757
Vehicle Maintenance	1		Yes	2,153
Vehicle Mechanical and Electrical Systems (HV)	3		Yes	4,922
Vehicle Mechanical and Electrical Systems (LV)	3		Yes	24,408
Vehicle Mechanical and Electrical Systems	2		Yes	28,759
Vehicle Body Refinishing	3		Yes	3,005
Motorcycle Maintenance and Electronic Systems	3		Yes	498
Maintaining Automotive Vehicles	1		Yes	1,178
Maintaining Automotive Vehicles	2		Yes	1,056
Vehicle Selling	2		Yes	222
Vehicle Selling	3		Yes	196
Total				78,646

Table 1

NVQ Certificates awarded by NVQ Framework Area, Subject and Level

Cumulative to 30 September 2007 (England, Wales and Northern Ireland) (Source: QCA Statistical Reports – Data News)

- 4.66 The figures supplied by QCA are not broken down by awarding body or individual qualification, so qualification titles may include both current and expired qualifications.
- 4.67 In terms of SVQs, Table 2 shows the cumulative registrations and certifications since January 1997.

Qualification Title	Level	Registrations	Certifications
Vehicle Body and Paint			
Vehicle Body & Paint Operations	2	11	3
Vehicle Body & Paint Operations	3	151	123
Vehicle Fitting			
Vehicle Body Fitting	2	2	2
Vehicle Body Refinishing	3	120	120
Vehicle Body Repair	3	132	132
Vehicle Fitting	1	30	29
Vehicle Fitting	2	15	9
Vehicle Fitting Operations	1	1	1
Vehicle Fitting Operations	2	8	1
Vehicle Fitting Operations	3	0	0
Vehicle Maintenance and Repair			
Vehicle Maintenance and Repair	2	69	39
Vehicle Maintenance and Repair	3	672	534
Vehicle Maintenance: Service Replacement	1	12	12
Vehicle Maintenance: Service Replacement	2	18	17
Vehicle Mechanical and Electrical Systems (HV)	3	95	95
Vehicle Mechanical and Electrical Systems (LV)	2	151	86
Vehicle Mechanical and Electrical Systems (LV)	3	670	670
Vehicle Valeting	1	42	42
Vehicle Parts			
Vehicle Parts Distribution and Supply	2	44	43
Vehicle Parts Distribution and Supply	3	152	152
Vehicle Parts Operations	1	0	0
Vehicle Parts Operations	2	51	39
Vehicle Parts Operations	3	118	96
Vehicle Sales			
Vehicle Sales	2	0	0
Vehicle Sales	3	0	0
Roadside Assistance and Recovery			
Roadside Assistance and Recovery	2	0	0
Roadside Assistance and Recovery	3	0	0
Total		2,564	2,336

Table 2
SVQ Registrations and Certifications by SVQ Framework Area, Subject and Level
Cumulative to 5 March 2008 (Source: Scottish Qualifications Authority)

- 4.68 The figures supplied by SQA are not broken down by awarding body or individual qualification and, being cumulative, includes both current and expired qualifications.
- 4.69 In terms of vocationally related qualifications, the details of qualifications awarded in England, Wales and Northern Ireland are detailed in Table 3.

Qualification Title	Level	Category	Awarded
Automotive Vehicle Servicing and Repair	1	VRQ	14301
Vehicle Maintenance and Repair	1	VRQ	12334
Vehicle Maintenance and Repair	2	VRQ	11821
Automotive Vehicle Maintenance	Entry	EL	8490
Vehicle Maintenance and Repair	3	VRQ	7764
Automotive Vehicle Servicing and Repair	2	VRQ	7717
Automotive Vehicle Servicing Repairs	3	VRQ	4756
Vehicle Maintenance	1	VRQ	4170
Vehicle Repair and Technology	3	VRQ	3203
Vehicle Body and Paint Operations	1	VRQ	2797
Vehicle Body and Paint Operations	2	VRQ	2730
Vehicle Service and Technology	2	VRQ	1684
Vehicle Fitting Operations	2	VRQ	1312
Vehicle Body and Paint Operations	3	VRQ	1311
Vehicle Fitting Operations	1	VRQ	1261
Vehicle Fitting	2	VRQ	767
Vehicle Technology	2	VRQ	496
Vehicle Parts Operations	3	VRQ	425
Vehicle Systems and Body and Paint Maintenance	Entry	EL	325
Vehicle Parts Operations	2	VRQ	310
Vehicle Operations Management	5	HL	121
Customer Service for the Motor Industry	2	VRQ	71
Customer Service for the Motor Industry	3	VRQ	67
Roadside Assistance and Recovery	2	VRQ	49
Vehicle Sales	3	VRQ	41
Automotive Master Technicians	4	HL	16
Automotive Retail Management	5	HL	15
Vehicle Sales	2	VRQ	14
Automotive Management	3	VRQ	7
Vehicle Fitting Operations	3	VRQ	1
Advised Sales for Motor Industry Insurance Products	2	VRQ	0
Automotive Air Conditioning and Climate Control	3	VRQ	0
Roadside Assistance and Recovery	3	VRQ	0
Vehicle Immobilisation	2	VRQ	0
Vehicle Technology	3	VRQ	0
Total			88376

Table 3

VRQ Certificates awarded for qualifications by title, level and category
Cumulative to 30 September 2007 (England, Wales and Northern Ireland) (Source: QCA Statistical Reports - Data News)

- 4.70 The figures supplied by QCA are not broken down by awarding body or individual qualification, so qualification titles may include both current and expired qualifications.
- 4.71 In addition, the figures presented above, in Tables 1 and 3 are cumulative from the date of first award of title. In other words, this could go back to 1998, when qualifications were first accredited under the current regulations.

England

4.72 Overall enrolments for further education in England are shown as follows. There are small discrepancies in the total figures because of reporting omissions by age and by gender in the original sources of learning aims. The overall trend shows a continuing rise in enrolments over the period but also a slowing in the rate of increase.

	2002-03	2003-04	2004-05	2005-06	2006-07
Male	28,260	31,015	32,295	33,465	33,780
Female	1,250	1,250	1,460	1,480	1,700
16-18	18,895	20,200	20,135	21,260	21,855
19+	10,620	12,065	13,620	13,685	13,625
TOTAL	29,515	32,265	33,755	34,950	35,480

Table 4
FE enrolments in England by gender balance and age of learner 2002–2007 (Source: Learning and Skills Council, Individualised Learner Records)

- 4.73 Ninety-one discrete learning aims or qualifications were followed, irrespective of Awarding Body.
- 4.74 The most popular learning aim was the Award in Vehicle Maintenance and Repair (see Table 5). Significant increases for provision were observed in the Level 2 Certificate in Vehicle Maintenance and Repair and the Level 2 Certificate in Vehicle Body and Paint Operations (see Table 5).
- 4.75 There were new learning aims for:
- Certificate in Vehicle Maintenance at Level 1
 - Award in Vehicle Body and Paint Operations at Level 1
 - Certificate in Vehicle Body and Paint Operations at Level 1.
- 4.76 Overall success rates for the top eighteen learning aims show a range of improvements. For other learning aims the changes in success rates between years become less significant as the base group sizes are not reliable for measuring trends to a sufficient level of accuracy.
- 4.77 It should be noted that the SSA stated that in 2003/04 the amount of public funding for further education enrolments in England was £34.8M and vehicle maintenance/repair courses accounted for 94% of this investment. More recent funding figures are not available but, based on the current enrolment data, it is estimated that the current situation is broadly similar.

Level	Title	Starts (excluding transfers)		Change 2004/05 to 2005/06
		2004/05	2005/06	
Level 1	Award in Vehicle Maintenance and Repair	3,410	4,000	+ 17%
Entry	Certificate in Automotive Vehicle Maintenance (Entry 3)	2,620	3,120	+ 19%
Level 2	Certificate in Vehicle Maintenance and Repair	1,430	2,780	+ 95%
Level 2	Progression Award in Automotive Vehicle Servicing and Repair (expired)	2,880	2,010	- 30%
Level 1	Progression Award in Automotive Vehicle Servicing and Repair (expired)	3,400	1,770	- 48%
Level 1	Certificate in Vehicle Maintenance	0	1,660	New
Level 1	Certificate in Motor Vehicles	1,620	1,600	- 1%

Level	Title	Starts (excluding transfers)		Change 2004/05 to 2005/06
		2004/05	2005/06	
Level 1	Diploma in Motor Vehicle Studies	1,140	1,110	- 3%
Level 2	NVQ in Vehicle Maintenance and Repair	910	700	- 24%
Level 3	BTEC National Diploma in Vehicle Repair and Technology	720	660	- 8%
Level 3	BTEC National Certificate in Vehicle Repair and Technology	890	590	- 33%
Level 3	Progression Award in Automotive Vehicle Servicing (expired)	1,060	570	- 46%
Level 1	Award in Vehicle Body and Paint Operations	0	480	New
Level 2	BTEC First Diploma in Vehicle Repair and Technology	560	450	- 19%
Level 1	Certificate in Vehicle Body and Paint Operations	0	410	New
Level 3	Diploma in Vehicle Maintenance and Repair	560	400	- 28%
Level 2	CG 4100 Motor Vehicle Level 2	680	370	- 45%
Level 1	NVQ in Vehicle Fitting Operations	240	350	+ 45%
Level 2	Certificate in Vehicle Body and Paint Operations	<10	330	

Table 5
Top Further Education learning aims studied for 2005/06 completion (Source: Learning and Skills Council, Individualised Learner Records)

4.78 In terms of ethnicity, the only figures available are from the work carried out in the development of the SSA. These figures date from 2004/2005 and indicate that for enrolments on automotive-related course 20% of learners were from ethnic minority groups⁶.

Scotland

- 4.79 Enrolments remained broadly static during the period shown, although there was an increase of 846 enrolments in vehicle maintenance/repair courses over the most recent year for which there is data.
- 4.80 The majority of students (75%) were under 18. Most courses were taken part-time, although this varied significantly depending on the qualification level and type.
- 4.81 From the data within the SSA, it appeared that a significant number of those studying automotive-related FE qualifications in Scotland were studying either 'other' qualifications (not SVQ, NVQ, HNC or HND) or 'unrecognised' qualifications. Frequently, these were awarded by individual colleges. Only 6% of enrolments are from BEM learners.

Year	2002-03	2003-04	2004-05	2005-06	2006-07
Enrolments	2985	3646	3612	3758	4930

Table 6
Enrolments in Scottish FE for Vehicle Maintenance/Repair courses (Source: Scottish Funding Council, Infact Database)

4.82 In terms of ethnicity, the only figures available are from the work carried out in the development of the SSA. These figures date from 2004/2005 and indicate that for enrolments on automotive-related course 5.6% of learners were from ethnic minority groups⁷.

⁶ Source: Learning and Skills Council, Individualised Learning Record.

⁷ Source: Scottish Funding Council, Infact Database.

Wales

- 4.83 The total number of male enrolments on Further Education automotive courses in Wales was significantly higher than that for females (4389 males compared to 283 females). Over half of both male and female enrolments studied Vehicle Maintenance/Repair (68.0% of males and 56.9% of females).
- 4.84 The majority of the remaining male enrolments were in Vehicle Engine Maintenance/Repair (8.9%), Vehicle Steering/Braking/Transmission (6.8%) and Vehicle Body Maintenance/Repair (6.5%). The majority of remaining female enrolments were in Motor Trade Operations (15.2%) and Vehicle Maintenance/Repair/Service (9.9%).

Subject Area	Male		Female		Total
Bicycle Maintenance/Repair	1	0.0%	0	0.0%	1
Motor Trade Operations	60	1.4%	43	15.2%	103
Motorcycle Maintenance/Repair	62	1.4%	7	2.5%	69
Vehicle Body Maintenance/Repair	285	6.5%	11	3.9%	296
Vehicle Electrical/Electronic Systems	185	4.2%	5	1.8%	190
Vehicle Engine Maintenance/Repair	389	8.9%	16	5.7%	405
Vehicle Maintenance/Repair	2985	68.0%	161	56.9%	3146
Vehicle Maintenance/Repair/Service	35	0.8%	28	9.9%	63
Vehicle Steering/Braking/Transmission	297	6.8%	9	3.2%	306
Vehicle Wheel & Tyre Fitting	42	1.0%	1	0.4%	43
Vehicle Workshop Practice	48	1.1%	2	0.7%	50
Grand Total	4389	100%	283	100%	4672

Table 7

Number of enrolments in Welsh FE sector by uptake and by gender (Source: Lifelong Learning Wales Record (LLWR) - Data taken as at 16th June 2005, rounded to one decimal place)

- 4.85 Ethnicity also followed the same trend as age and gender; the learners from each ethnic group primarily studied Vehicle Maintenance/Repair courses. A higher proportion of Asian learners studied Motor Trade Operations courses (19.6%) than any other ethnic group, while a higher proportion of Black learners studied Vehicle Body Maintenance/Repair and Vehicle Workshop Practice courses than other groups (11.8%).

Subject Area	Ethnicity (% of group)						Total No.
	White	Black	Asian	Mixed	Other	NA/	
Bicycle Maintenance/Repair	0.0	0.0	0.0	0.0	0.0	0.0	1
Motor Trade Operations	2.1	5.9	19.6	0.0	0.0	0.0	103
Motorcycle Maintenance/Repair	1.5	0.0	2.2	0.0	0.0	2.4	69
Vehicle Body Maintenance/Repair	6.5	11.8	4.3	0.0	0.0	1.2	296
Vehicle Electrical/Electronic Systems	4.1	0.0	0.0	0.0	0.0	6.0	190
Vehicle Engine Maintenance/Repair	8.6	0.0	6.5	0.0	0.0	19.0	405
Vehicle Maintenance/Repair	67.2	70.6	65.2	92.9	100.0	69.0	3146
Vehicle Maintenance/Repair/Service	1.4	0.0	0.0	0.0	0.0	0.0	63
Vehicle Steering/Braking/Transmission	6.8	0.0	0.0	0.0	0.0	1.2	306
Vehicle Wheel & Tyre Fitting	1.0	0.0	0.0	0.0	0.0	0.0	43

Vehicle Workshop Practice	1.0	11.8	2.2	7.1	0.0	1.2	50
Total							4672

Table 8
Number of enrolments in Welsh FE sector by ethnicity (Source: Lifelong Learning Wales Record (LLWR) - Data taken as at 16th June 2005, rounded to one decimal place)

Northern Ireland

4.86 The total number of enrolments in Motor Vehicle subject areas in Further Education provision in Northern Ireland declined during the period 2002 to 2004 from 1,418 to 1,256. Motor Vehicle enrolments fell by 155 (12%).

Academic Year	2002/03	2003/04
Enrolments	1,337	1,182

Table 9
Number of enrolments in the NI FE sector in the Motor Vehicle subject area (Source: Full year FESR, 2005 Note: the above data relates to assessed courses only)

Subject Area	2002/03	2003/04	Change
Engineering: Automobile/Motor Vehicle	1,094	957	-12.5%
Automobile Assessment	21	52	147.6%
Motor Cycle Engineering	14	14	0.0%
Vehicle Bodywork	103	82	-20.4%
Vehicle Parts Personnel	9	-	-
Motor Vehicle Electronics	96	77	-19.8%
Grand Total	1,337	1,182	-11.6%

Table 10
Number of enrolments in the NI FE sector by subject area (Source: FESR, 2005)

Work Based Learning

England

4.87 Automotive Skills Ltd. commissioned work to be undertaken in order to review the state of apprenticeship provision in England, this work was carried forward by IMI-Automotive Skills.

4.88 Five reports have now been completed, covering the five consecutive academic years from 2002/03 to 2006/07. The data below aims to present trends of annual benchmarks for learners who started an apprenticeship programme during this period.

Apprenticeship starts

4.89 The table below shows a small increase over time in the number of learners who started apprenticeships and advanced apprenticeships between the years 2002/03 and 2006/07, with a peak of 13,205 in 2004/05. The introduction of the new Automotive Skills Apprenticeship Framework 4 in September 2005 has rebalanced the numbers of apprenticeships and advanced apprenticeships as can be seen from [Table 11](#).

	2002/03	2003/04	2004/05	2005/06	2006/07
Apprenticeship	4,550	4,995	5,945	6,590	7,850
Advanced Apprenticeship	6,260	6,170	7,260	2,860	3,230
Total	10,810	11,165	13,205	9,450	11,080

Table 11
Increase in the number of learners (Source: Learning and Skills Council, Individualised Learner Records)

4.90 [Table 12](#) shows the trend in apprenticeship success rates. The apprenticeship success rates for this report are defined as the ratio of the number of learners in a given year who achieve their

framework, divided by the number of learners who have ended their learning (or achieved the NVQ within the framework) and have not transferred to a new aim. The data shows that success rates have been improving steadily and significantly and are now some of the highest across all sectors.

	2002/03	2003/04	2004/05	2005/06	2006/07
Apprenticeship	18%	22%	28%	44%	61%
Advanced Apprenticeship	41%	34%	43%	62%	80%

Table 12
Success Rates (%) (Source: Learning and Skills Council, Individualised Learner Records)

4.91 The NVQ qualification aims within the apprenticeship frameworks are as follows:

Qualification	Apprenticeship	Advanced Apprenticeship	Total Starts
NVQ in Vehicle Fitting	5		5
NVQ in Vehicle Fitting Operations	75		75
NVQ in Automotive Glazing	45		45
NVQ in Vehicle Body and Paint Operations	980	395	1,375
NVQ in Maintaining Automotive Vehicles (Electrical/Electronic)		5	5
NVQ in Maintaining Automotive Vehicles (Mechanical)		10	10
NVQ in Roadside Assistance and Recovery	140		140
NVQ in Vehicle Maintenance and Repair	6,210	2,735	8,945
NVQ in Vehicle Parts Operations	395	85	480
TOTAL Apprenticeship starts	7,850	3,230	11,075

Table 13
NVQ qualification aims for Apprenticeships and Advanced Apprenticeships (Source: Learning and Skills Council, Individualised Learner Records)

4.92 Within the Apprenticeship Framework almost 80% of learners followed the NVQ in Vehicle Maintenance and Repair and within the Advanced Apprenticeship Framework over 85% followed the NVQ in Vehicle Maintenance and Repair. 12% of learners at each level of the apprenticeship frameworks followed the NVQ in Vehicle Body and Paint Operations as their learning aim.

Apprentice profile

4.93 The following tables illustrate the profile of candidates undertaking apprenticeships and advanced apprenticeships. It shows that trends in key data are fairly stable. The proportion of female starters is increasing slowly at an aggregate level, as is the proportion of those with an ethnicity other than 'white'. The number of starters who consider they have a disability remains stable.

	2002/3	2003/4	2004/5	2005/6	2006/07
Apprenticeship	1.4	1.7	1.6	2.0	1.9
Advanced Apprenticeship	1.2	1.4	1.7	1.3	1.4
Total starts	1.3	1.5	1.7	1.8	1.7

Table 14
Gender - proportion of apprentices that are women (%) (Source: Learning and Skills Council, Individualised Learner Records)

	2002/3	2003/4	2004/5	2005/6	2006/07
Apprenticeship	5.3	4.7	5.9	4.6	6.6
Advanced Apprenticeship	3.7	5.1	5.5	4.6	5.4
Total starts	4.3	4.9	5.6	4.6	6.3

Table 15
Ethnicity – proportion of starters with ethnicity other than 'white' (%) (Source: Learning and Skills Council, Individualised Learner Records)

	2002/3	2003/4	2004/5	2005/6	2006/07
Apprenticeship	17	21	19	17	17
Advanced Apprenticeship	9	9	9	11	10
Total starts	13	14	13	15	15

Table 16
Disability – proportion that consider themselves to have a disability (%) (Source: Learning and Skills Council, Individualised Learner Records)

Scotland

Apprenticeship starts

4.94 The number of enrolments on Motor Vehicles apprenticeships far outnumbered the Vehicle Parts Operations apprenticeship with a significant increase between 2004/05 and 2005/06. There was a steady increase of enrolments to the Vehicle Parts Operations apprenticeship between 2001/02 and 2005/06. At the time of writing, we are awaiting further data.

4.95 295 enrolments were identified for motor vehicle related courses in the Highlands and Islands Enterprise area in 2005/06, comprising: Vehicle Maintenance and Repair (208); Motor Vehicle (65); Vehicle Body and Paint Operations (15); and Vehicle Parts Operations (7).

Framework	2001/02	2002/03	2003/04	2004/05	2005/06
Motor Vehicle	1,274	1,166	1,243	1,301	2,331
Vehicle Maintenance and Repair	N/S	N/S	N/S	N/S	411
Vehicle Parts Operations	0	11	53	116	149
Grand Total	1,274	1,177	1,296	1,417	2,891

Table 17
Enrolments on automotive sector related Modern Apprenticeships by year (Source: Scottish Enterprise (N/S = Not Sourced))

Apprentice profile

4.96 On both the Motor Vehicle apprenticeship and the Vehicle Parts Operations apprenticeship, male students outnumbered female students with only 14 female students enrolling on both courses in 2004/05 compared to 1,403 male students.

Framework	Female	Male	Grand Total
Motor Vehicles	8	1,293	1,301
Vehicle Parts Operations	6	110	116
Grand Total	14	1,403	1,417

Table 18
Enrolments on automotive sector related Modern Apprenticeships by gender, 2004/05 (Source: Scottish Enterprise)

- 4.97 In terms of ethnicity, the only figures available are from the work carried out in the development of the SSA. These figures date from 2004/2005 and indicate that for enrolments on automotive-related apprenticeships 0.2% of learners were from ethnic minority groups⁸.

Wales

- 4.98 At the time of writing data on apprenticeships was unavailable. Therefore, the focus of this section is on work-based learning activities.

Learner profile

- 4.99 The vast majority (83%) of work-based learning activity in the automotive sector in Wales was in Vehicle Maintenance/Repair, while 99% of the learners were male. There were no significant differences in terms of gender across the subject areas.

Subject Area	Male		Female		Total
Motor Trade Sales	1	0.0%	0	0.0%	1
Vehicle Body Maintenance/Repair	339	12.2%	3	7.3%	342
Vehicle Finishing	18	0.6%	0	0.0%	18
Vehicle Maintenance/Repair	2290	82.6%	36	87.8%	2326
Vehicle Maintenance/Repair/ Servicing	0	0.0%	1	2.4%	1
Vehicle Parts/Accessories	109	3.9%	0	0.0%	109
Vehicle Workshop Practice	17	0.6%	1	2.4%	18
Grand Total	2774	100%	41	100%	2815

Table 19

Number of Enrolments in Welsh work based learning sector by gender (Source: Lifelong Learning Wales Record (LLWR) - Data taken as at 16th June 2005)

- 4.100 The majority of automotive learners on work-based learning courses in Wales were under 19 (60%), while another 38% were between 19 and 24 years of age. There were no learners who were over 60 years.
- 4.101 In each age group a significant number of learners were on Vehicle Maintenance/Repair courses; this proportion fell as age increased. The only other subject area that had a significant proportion of learners was Vehicle Body Maintenance/Repair; older learners were more likely to study this subject than younger age groups, to such a degree that it made up over a quarter of all learners in the 25 to 59 age group (25.8%).
- 4.102 When subject area and ethnicity were examined it was evident that the majority of each ethnic group studied Vehicle Maintenance/Repair. However, within this there were large differences; all Asian learners studied this subject compared to 54.5% of Black learners.

Subject Area	Ethnicity (%)						Total
	White	Black	Asian	Mixed	Other	NA/NR	
Motor Trade Sales	0.0	0.0	0.0	0.0	0.0	0.0	1
Vehicle Body Maintenance/Repair	12.1	9.1	0.0	0.0	22.2	26.1	342

⁸ Source: Scottish Funding Council, Infact Database

Subject Area	Ethnicity (%)						Total
	White	Black	Asian	Mixed	Other	NA/NR	
Vehicle Finishing	0.6	0.0	0.0	0.0	0.0	8.7	18
Vehicle Maintenance/Repair	82.9	54.5	100.0	80.0	66.7	65.2	2326
Vehicle Maintenance/Repair/Servicing	0.0	0.0	0.0	0.0	0.0	0.0	1
Vehicle Parts/Accessories	3.7	36.4	0.0	20.0	11.1	0.0	109
Vehicle Workshop Practice	0.7	0.0	0.0	0.0	0.0	0.0	18
Grand Total							2815

Table 20
Number of Enrolments in Welsh work based learning sector by ethnicity (Source: Lifelong Learning Wales Record (LLWR) - Data taken as at 16th June 2005)

Northern Ireland

4.103 At the time of writing, it has not been possible to source **apprenticeship and** work-based learning data. However, we are actively pursuing this data.

Private Training Investment

4.104 In addition to the training supplied by the public sector through further and higher education institutions, schools and work-based learning providers, training is also delivered by employers in the workplace.

4.105 As part of the assessment of current provision within the SSA efforts were made to capture the scale and scope of employer training. Relevant information was taken from a range of secondary sources such as SSDA Matrix, Futureskills Scotland, the Department for Economic Development in Northern Ireland and Future Skills Wales.

4.106 This information was supplemented by a series of in-depth interviews with providers of training from across the UK as well as interviews with employers who were known to be advocates of training through either i) in-house training schemes or ii) through links with public or private sector providers.

4.107 In addition, a quantitative survey of employers in the sector was also conducted during the SSA to provide additional evidence of the level of training and perceptions of the quality of training available to the sector.

4.108 According to the interviews conducted as part of the primary research for the SSA Stage 2, the majority of employers had paid for training themselves. Where external funding was provided to companies, it usually contributed up to 50% of the training costs. The amount and type of funding or payment required for training was dependant on the type of course being undertaken.

4.109 For example, Government funding paid for approximately 50% of apprenticeship training. Apprenticeship funding was the type most commonly received by employers, although they had to pay the apprentices' wages whilst being trained. Other notable findings included:

- Retail automotive sector employees have consistently received less job related training than the national average over the last six years, according to the Labour Force Survey. Despite this, training spend per employee in the sector appeared to be significantly above average, and employees in the 16-24 age range were slightly more likely to receive training than across all sectors
- Employers were the primary funding source for the majority of employee training. Most employers felt there should be a mixture of employer and public funding for training, although opinion varied as to where the division should be. Funding levels were felt to be a significant limitation on training

- Employers and providers highlighted a major gap in vocational training funding for those aged over 19 but this issue is being addressed in England in the consultation paper on World Class Apprenticeships: Unlocking Talent, Building Skills for All (DIUS, 2008)
- Many larger and 'exemplar' employers saw management training as a priority. However, the survey indicates that most small companies in the sector tend to concentrate on technical skills.

4.110 Further work needs to be done to identify more accurately the levels of investment by employers in skills development to ascertain the current balance between private sector investment and public funding.

4.111 Research carried out through the development of the SSA suggests that employers are playing a significant role in funding the skills development of their employees and that greater access to public funding coupled with fit-for-purpose qualifications would encourage, and result in, greater use of accredited qualifications.

The bigger picture

4.112 The outcomes of the research undertaken as part of this analysis of learning provision within the sector need to be set against the background of future projections for skills needs. The study on Working Futures 2004 – 2014⁹ commissioned by the SSSA indicates the following projections for the automotive retail sector:

- That the projected employment levels in the sector will remain broadly constant
- That there will be a fall in employment over the period for skilled trades of 14%
- That, however, there will still be a continuing demand for 15,000 new recruits in skilled trades within the sector for this period
- That the replacement/net change for managers and senior officials will be 38,000 between 2004/14
- That there will be a demand for 61,000 new recruits in sales and customer service occupations by 2014.

4.113 Demographic data also shows that there will be almost 500,000 fewer 15–19 year olds in the decade 2007/17 which will lead to greater demands placed on the existing workforce.

4.114 In addition, roughly one third of the working population in the sector is over the age of 45, a factor which will cause significant issues as the number of young people declines and they stay in education and training for longer.

4.115 Additionally, in England, the proposal for all young people to remain in education or training until the age of 18 is likely to mean that these learners follow one of the three pathways until they are free to take up a full time role: the academic pathway; the Diploma pathway; or the new statutory apprenticeship programme.

4.116 In general terms, the data illustrates a 'mono-cultural' approach to qualifications in the sector with vehicle maintenance and repair courses being the primary goals for most learners and the majority of public funding for both further education and work-based learning amounting to almost 90% of the total available, at least in England.

⁹ Working Futures 2004-2014: SECTORAL REPORT, pages 102-109 (A. Dickerson, K. Homenidou and R. Wilson, January 2006).

Qualifications data analysis

- 4.117 Based on research carried out during the SSA over 1,000 courses were available from providers across the regions and nations leading to automotive-specific Level 3 qualifications (S/NVQ level). Nearly 600 courses led to Level 2 qualifications (S/NVQ levels).
- 4.118 An examination of apprenticeship data indicates that 76% of the candidates followed the Vehicle Maintenance and Repair Qualification at S/NVQ Levels 2 and 3, with a smaller number working towards the Vehicle Body and Paint Operations awards and very small numbers for Vehicle Fitting and Vehicle Parts Distribution and Supply. 90% of public funding for these courses went to support automotive maintenance and repair.
- 4.119 In the SSA Stage 2 Report – the Skills Needs Assessment – an examination was carried out of Skills Gaps relating to existing employees, and Skills Shortages, which relate to new recruits. In relation to these dimensions five key areas of gaps and shortages were identified:
- Employability skills – attitudes and motivation
 - Basic skills – numeracy and literacy
 - Generic skills – communications, customer service, problem solving, team working, etc.
 - Technical skills
 - Management & Leaderships skills.
- 4.120 Additional research has been carried out using the latest National Employers Skills Survey (NESS 2005). The total expenditure on training in the sector was £570M and the average expenditure per employee was £1,275. 53% of establishments in the sector offering training for their staff (6th lowest of the SSCs) and 44% of the workforce overall was receiving training (4th lowest in relation to other SSCs) and the following skills shortage vacancies were identified in the key areas of:
- | | | |
|----------------------------|-----|--------------------------------|
| Managers | 39% | (3 rd highest SSC) |
| Skilled Trades | 54% | (5 th highest SSC) |
| Sales and Customer Service | 31% | (5 th highest SSC) |
| Professionals | 62% | (4 th highest SSC) |
| Admin/Clerical | 13% | (15 th highest SSC) |
- 4.121 This data reinforces the research outcomes of the SSA and indicates the need for addressing skills shortages for these groups.
- 4.122 There are many qualifications on offer and many are used, but through the consultations we have established that these are often used as there is simply no other alternative, not because they are valued or meet the needs of the sector.
- 4.123 The current qualifications frameworks are perceived as rigid and dysfunctional for the experienced workforce. This has led to employees disengaging with qualifications.
- 4.124 Qualifications and units of qualifications are perceived, by employers, as too large and the structures too rigid. Where an experienced worker may need some upskilling in certain aspects of their work, this is not accessible to them because it is difficult to access just the units they need. Additionally, they may need just certain aspects of that unit or qualification, with the rest of the content being unnecessary.
- 4.125 Employers have reported that they need to be able to ‘train to the gap’ and no more and the current qualifications and qualifications frameworks do not easily allow this.

- 4.126 Employers' awareness and appreciation of what qualifications can achieve for their businesses is very low. Where qualifications are used, for example within apprenticeships, employers have numerous issues with content, delivery, length of time on programme and funding levels.
- 4.127 For many years the sector has had issues with qualifications on offer and their delivery in the sector. Through consultations, many large employers have turned away from accredited qualifications in favour of developing their own programmes because they have lost confidence in accredited qualifications.
- 4.128 An effective example of this is the Sales workforce within the sector. As already discussed Section 2.2, the primary reason for the lack of take up for Sales qualifications is the lack of funding available, but employers have also told us, through consultations, that having considered these qualifications they have decided not to use them as they feel they are not fit for purpose in content and structure.
- 4.129 Table 21, below, indicates the total number of qualifications achieved in the Sales sector **across the UK** since records began, contrasted with the current workforce number.
- 4.130 Of those qualifications achieved, there is no indication as to how many successful candidates are still working in the sector. So, using accredited qualifications only, the number of currently 'qualified' people working in the sector could be less than indicated here.

Current NVQs	
Vehicle Sales – Level 2	41
Vehicle Sales – Level 3	58
Expired NVQs	
Vehicle Selling – Level 2	222
Vehicle Selling – Level 3	196
Total	517
VRQs	
Vehicle Sales – Level 2	14
Vehicle Sales – Level 3	55
Total	41
Total qualifications achieved	572
Current workforce	262,000

Table 21

Total of all Sales qualifications achieved **across the UK** in comparison to current workforce numbers (Source: QCA Statistical Reports - Data News)

- 4.131 The effective 'privatisation' of delivery has further eroded confidence as too often, it is felt, funding is put before the needs of learners and employers.
- 4.132 For example, there is evidence of apprenticeship managers moving learners to different providers to save money. Unfortunately, in at least one case, the new provider was not registered with the learner's awarding body and the learner is now experiencing difficulties and delays in completing the qualifications needed for their apprenticeship.
- 4.133 One apprentice who was consulted has had several training providers in less than three years (see Case Study 1).
- 4.134 It is widely acknowledged by employers within the sector that the examples above are commonplace and widespread and if required we can provide further evidence for this.
- 4.135 Every sub-sector within the sector footprint expresses the view that qualifications need to change if the sector as a whole is to make more use of them.

- 4.136 There is unanimous support from the sector to develop a more flexible qualifications framework. This will be based on qualifications comprising of small, bite-sized units/modules of learning/training/competence.

The need to review S/NVQs

- 4.137 Again, there is a majority view from within the sector in England, Wales and Northern Ireland that the NVQ qualification model is broken and has lost all credibility with employers. All too often during the consultation process we heard employers referring to NVQs, particularly, as meaning, 'Not Very Qualified'.
- 4.138 NVQs are seen by employers as not providing competent workers at the end of the process. A number of reasons for this have emerged from the consultations including; a 'tick-list' approach to assessment, rather than an holistic approach based on employees actual job roles; evidence gathered from 'job cards' rather than observation; the need for employees to complete the programme within a given time (determined by funding policy); the requirement to assess every aspect of technical competence rather than those used by the employee/organisation.
- 4.139 Employers have expressed similar views in Scotland, although as many say SVQs are 'satisfactory' as those who say they are not. Further investigation will need to be carried out in Scotland to establish a clearer and more substantive view of SVQ's fitness-for purpose.
- 4.140 However, if employers tell us that SVQs are fit-for-purpose and are meeting the needs of employers we will work with stakeholders in Scotland to determine why this is so and see what lessons can be learned from the Scottish experience with SVQs and how we can apply these lessons to NVQs across **the other three** countries of the UK to the benefit of sector.
- 4.141 If employers tell us that these qualifications are not fit-for-purpose we will look to develop alternative competence-based qualifications that are.
- 4.142 In some sectors most employers have reported that S/NVQs appear to be working adequately, specifically in the fast fit and motorsport sectors.
- 4.143 In the fast fit sector there is concern over the standards on which the S/NVQs are based.
- 4.144 In the motorsport sector, engineering S/NVQs (in Performing Engineering Operations) are generally used and these appear to be working adequately for most employers.

Public funding for accreditations schemes

- 4.145 Through the consultation process, most employers feel strongly that, where they exist, industry accreditation schemes should be included in qualifications frameworks and should be publicly funded. Schemes such as the ATA scheme and IRTEC (in the Heavy Vehicle Repair and Maintenance sector) should be included in any future frameworks.
- 4.146 These are valued by employers because they are seen to assess an individual's current competence of specific key/core competencies of the job role as determined by the sector, demonstrated in role over an extended period of time and they feel S/NVQs do not do this.
- 4.147 Once an S/NVQ is achieved, no further or continuing evidence of competence is required. With the accreditation schemes it is and this is valued greatly by employers in the sector.

The need for common content

- 4.148 One concept that has unanimous support from the sector was that of common content for qualifications and units/modules of qualifications. Employers feel that the vocational offer within the sector is confusing and incoherent and a more coherent, transparent qualifications

development process that utilises consistent common content – determined by the sector - would be beneficial.

- 4.149 If employers had a clear and structured qualifications offer and knew that a learner achieving a specified qualification had a defined set of skills/competences, regardless of the awarding body it was achieved through, they would have confidence in, and value, the qualifications on offer.

The need to review Apprenticeship frameworks

- 4.150 It is clear from consultations with employers and apprentices that many sectors would benefit from a revised apprenticeship framework. This would help attract new entrants in to the sector. One of the key issues in England, apart from the above-mentioned issues with NVQs, is the Key Skills component.
- 4.151 Neither employers nor apprentices value the current structure and assessment methodology.
- 4.152 This revolves mainly around delivery, where this is delivered in a contextual vacuum. One candidate currently on programme stated, 'I do them because I have to...'
- 4.153 The portfolio aspect of Key Skills is often not delivered in the context of the sector, with candidates being asked to perform tasks irrelevant to their job role.
- 4.154 For an example of this please see Section 6, Case Study 1.
- 4.155 In addition, employers and apprentices see the Part B assessment process as disadvantageous as it has no relevance to the work they do 'in role' and it is often difficult for candidates to understand the context in which they are being assessed.

The need to review management qualifications

- 4.156 There are many management qualifications in existence and yet few are taken by managers in the retail automotive sector. This is due, in part, to the culture of the sector. But existing qualifications compound the problem by being too large, too academically focused and too difficult to fund.
- 4.157 Current management qualifications, specifically those developed from the Automotive Retail Management Standards, have failed the industry completely by being too large, too academically focused and too inflexible.
- 4.158 Some success is occurring in the vocationally-related Certificate in Automotive Retail Management – although the very existence of this qualification is evidence that the higher level management qualifications have failed. They were developed in order to provide a bridge to the next level as it was evident it was too big a step to begin with the Diploma.
- 4.159 In particular the assessment strategy is overly-burdensome and qualifications take too long to achieve. While there has been a limited measure of success with this initiative in Scotland, overall the outcomes of this work have been hugely disappointing and have ultimately failed to deliver.

The need for customer service skills

- 4.160 Customer service skills are a key skill for the sector, yet employers feel that qualifications do not support the skills needed. One employer stated that he had to send his employees to the hospitality sector to receive the necessary training. This is an unsatisfactory position to be in and the sector should have fit-for-purpose customer service provision within its own framework.

The need to raise basic skills levels in the sector

- 4.161 Along with management and leadership and customer service skills, basic skills were a key issue for most sectors.
- 4.162 The level of basic skills needs to be raised. The industry has real issues with technicians having the necessary literacy, numeracy and communications skills. These skills are necessary across a range of occupations in the sector. The lack of these skills seriously inhibits individuals' ability to make progress and to engage fully with the business and its customers.
- 4.163 The ability to read, write and 'add up' are key skills for employees in this sector. All too often, employers have told us, those entering the workforce – especially from school – do not have these basic skills.
- 4.164 Employers do not feel that current provision addresses these issues sufficiently – particularly with those entering the industry from secondary school and FE. However, it is also an issue at more senior positions, such as management. The difficulty is those in senior positions often don't want to acknowledge that they have weaknesses here.

The need to raise the quality of delivery

- 4.165 An issue that impacts on qualifications within the sector is that of delivery – you cannot separate qualifications from delivery when developing a new qualifications framework and addressing one without the other is a futile exercise.
- 4.166 At every employer focus group, employers voiced serious concerns over the poor and/or inconsistent quality of delivery. This is put down, by employers, to lack of hi-tech, up-to-date resources and the lack of current industry competence within the provider network. In addition employers felt that the amount of funding available meant providers went for the cheapest and quickest method of delivery, rather than providing what they truly needed.
- 4.167 A sector qualifications framework, populated with qualifications that employers value and use, could be developed, but without the necessary quality delivery employers would be no better off than they are currently.
- 4.168 If employers are to benefit from new, fit-for-purpose qualifications provision, this needs to be supported by high-quality delivery from providers.

SECTION 5: Other Sector Uses of Qualifications

In this section we describe the use made of qualifications for the regulation of practice within the sector.

We also describe any use made of qualifications to promote customer confidence and to protect consumers.

- 5.1 Currently there are no qualifications used for the regulation of practice across the sector in general.
- 5.2 Within the Vehicle and Operator Services Agency (VOSA), MOT Testers must hold a specified City & Guilds qualification which is no longer accredited, nor has been for several years.
- 5.3 There is a view within some sub-sectors that a license-to-practice is required, but the suggestion from those employers is to use the IMI's ATA scheme as a means of regulating and issuing a license-to-practice. Currently the ATA scheme is not an accredited qualification and is used as a form of voluntary license-to-practice.
- 5.4 There are other industry accreditation schemes in operation in other areas of the footprint, such as IRTEC which, like ATA, is a voluntary scheme that assesses the competence of technicians. It operates for those who maintain and repair vehicles in the heavy goods, light commercial, service and passenger carrier industries. An IRTEC licence certifies the individual, rather than the employer, and can be used to demonstrate a common standard of skills.

Qualifications used to promote public confidence

- 5.5 Currently, there are no qualifications used to promote customer confidence in the sector or to protect consumers.
- 5.6 The National Consumer Council (NCC) has investigated the automotive maintenance and repair sector due to the large volume of complaints received. The latest figures available indicate that over 24,000 complaints were made in a single year¹⁰.
- 5.7 While the government wishes to avoid imposing statutory regulation on the sector, there is a very real danger that this may become a reality if the sector cannot address the issues raised in the complaint.
- 5.8 Due to the industry's response, in the form of a proposal to DTI (now DBERR) outlining proposed remedial action, this complaint has been suspended in order for the industry to implement its proposals.
- 5.9 The proposals in this Strategy will help the sector address many of the concerns outlined in the NCC report. Specifically, if we can regain employers' confidence in accredited qualifications, they will begin to see the value of using these to raise the level of skill and professionalism within their workforce.
- 5.10 Additionally, if the environment in which these qualifications are delivered is fit-for-purpose this will further strengthen the value and usefulness of qualifications to employers.
- 5.11 In other words, if the sector has fit-for-purpose qualifications, combined with appropriate and fit-for-purpose delivery and funding, employers will begin to return to using accredited qualifications.
- 5.12 Part of the proposal submitted to government also included the ATA scheme and its associated Code of Conduct. If, in the medium to long term, this can be made more widely accessible and

¹⁰ at a crossroads, getting the UK car servicing and repair ssector back on track, page 11 (Steve Brooker, 2005)

available by means of government backing and support, this will further help remedy the issues involved.

- 5.13 If the industry's attempts to remedy the underlying issues laid out in the NCC fail, the sector will most likely end up with statutory regulation imposed on it.

SECTION 6: How the SSC Will Help Realise the Future

In this section we describe the sector's view of the future in terms of qualifications and other learning provision and we attempt to anticipate the outcomes of our proposals. These proposals are based on the researched outcomes described in previous sections of this Strategy.

We summarise how IMI-Automotive Skills has worked with partners to arrive at the proposals we outline. We also describe how we will continue to work with partners to realise the proposals and how we intend to devise Action Plans.

We describe how we will prepare information and materials, including the areas that Action Plans are likely to focus.

Finally, we describe how this Strategy will be monitored and evaluated to ensure that it is successfully implemented and kept up to date.

Sector qualifications framework

- 6.1 The new sector qualifications that IMI-Automotive Skills will develop will be premised on the accumulation of credit for achievement over time that fits within all four nations of the UK and their qualifications frameworks.
- 6.2 A comprehensive review of qualification types needed by the sector will determine the need for, and balance between, knowledge- and competence-based qualifications. This will include reviewing the current S/NVQ system within the sector.
- 6.3 These will continue to be based on NOS and further work will be carried out to identify which suites of NOS within the sector need to be developed/re-developed.
- 6.4 The structure, content and assessment of S/NVQs will be reviewed and evaluated to see whether this model can be fixed. If it is beyond fixing, an entirely new, alternative, competence-based qualifications system will be designed that the industry supports and that are based on 'first principles' of S/NVQs – assessment of consistent competent performance over time – but not accredited as S/NVQs and thus not bound by the S/NVQ Code of Practice.
- 6.5 There is a view among government stakeholders and some employers that SVQs are working. Setting aside the issue of levels of funding, it has been suggested that the method of funding in Scotland could be ensuring better delivery of SVQs so that they do meet the needs of employers. Working with stakeholders, IMI-Automotive Skills will investigate this further to see, if this is the case, this model could be replicated across **the rest of the** UK.
- 6.6 If the view is that S/NVQs cannot be fixed and new, alternative, competence-based qualifications are needed, these would need to be more flexible and fit-for-purpose in the eyes of employers within the sector. They would continue to be based on NOS and would enable employees to demonstrate competences used in their specific job role and organisation.
- 6.7 A more flexible sector qualifications framework would also enable company specific training schemes to be brought in to national qualifications frameworks, where they map to NOS. If these were made eligible for public funding it would negate the view of many employers that training leading to a qualification is simply a cost, and a cost they cannot afford.
- 6.8 These schemes will need to be rigorous and robust, have a valid assessment process and have sufficient quality assurance processes in place. Key stakeholders will work collaboratively to achieve this.

- 6.9 A more flexible sector qualifications framework will also encourage engagement in training leading to qualifications and examples of good practice should be used to promote this approach to skills development.

Accreditation Schemes

- 6.10 Most employer focus groups expressed the wish for accreditation schemes to be brought within qualifications frameworks and made eligible for public funding. The three accreditation schemes specifically mentioned by employers through the consultation process were the ATA, IRTEC and IVR schemes.
- 6.11 The ATA scheme has been operational for nearly three years now. Early achievers will need to re-accredit in just over two years. Therefore, now seems an opportune time to evaluate the scheme, including reducing the 5-year accreditation window to three years, by 2010.
- 6.12 ATA has two main purposes, which are i) to raise the level of technical ability within the sector and ii) to obligate accredited technicians to work within a professional and ethical Code of Conduct.
- 6.13 An independent evaluation of ATA will be carried out to establish the effectiveness of the scheme in raising standards of technical and ethical competence and professionalism within the industry. IMI-Automotive Skills will then either make any necessary amendments or will immediately look to move forward.
- 6.14 Similarly, IRTEC is a voluntary scheme that assesses the competence of technicians who maintain and repair vehicles in the heavy goods, light commercial, service and passenger carrier industries.
- 6.15 Once an IRTEC licence is issued, the technician is listed on a national register and is bound by a Code of Conduct. The licence is valid for a period of five years after which the licensee must undergo reassessment for renewal.
- 6.16 With regard to ATA, currently across the sector, provider capacity to deliver is not of sufficiently high enough quality to bring ATA in to qualifications frameworks and at the same time maintain the standard of the ATA outcomes.
- 6.17 IMI-Automotive Skills will, working with awarding bodies, training providers and its own Quality Improvement programme, facilitate the improvement of the quality of delivery to a level that supports the outcomes of the ATA scheme – perhaps with the inclusion of an accreditation scheme for teachers/assessors.
- 6.18 Once IMI-Automotive Skills are confident that delivery is at an appropriate standard we will, with the support of industry, move to include this and other appropriate sector schemes in publicly funded qualifications provision, while maintaining appropriate measures to ensure the independent, rigorous and robust quality assurance processes.
- 6.19 IMI-Automotive Skills will work with the SOE to establish whether provision of the IRTEC scheme is at a satisfactory level for it to be included in qualifications frameworks and to ensure that provision is widely available.
- 6.20 If necessary, IMI-Automotive Skills will work with the SOE, awarding bodies, training providers and its own Quality Improvement Programme, to facilitate the improvement of the quality of delivery to a level that supports the outcomes of the IRTEC scheme – again, perhaps with the inclusion of an accreditation scheme for teachers/assessors.
- 6.21 In the meantime, the sector will call on government to promote the ATA scheme, which incorporates a Code of Conduct centred on ethical behaviour.

- 6.22 Currently, only one awarding body administers offers ATA (IMI Awards Ltd.). The IMI will make it possible for all awarding bodies operating in the sector to deliver the ATA scheme, and work with other awarding bodies is currently under way.
- 6.23 If similar arrangements need to be made for IRTEC, and others such as IVR, IMI-Automotive Skills will work with the SOE and others to facilitate this change.
- 6.24 All accreditation schemes operating in the sector will be evaluated to see if they can be brought in to the newly-formed sector qualifications framework.
- 6.25 The benefit of bringing accreditation schemes in to qualifications frameworks would be the increased flexibility created. There would be multiple pathways to achieving qualifications, accreditation and occupational competence.
- 6.26 The potential for industry accreditation schemes and accredited qualifications would create additional flexibility for individuals and employers.
- 6.27 In the first model, illustrated in Diagram 1, outcomes from units or modules from accredited qualifications could contribute to the outcomes required for the knowledge and understanding of industry accreditation schemes and employer training schemes. Likewise, assessment outcomes from accreditation scheme assessments could be used as evidence for accredited qualifications.
- 6.28 Likewise, the outcomes from employer training schemes could contribute to both accredited qualifications and the assessment process for industry accreditation schemes.
- 6.29 Closing the loop, these accreditation schemes could also provide evidence of achievement for employer training schemes.
- 6.30 All of this would be in relation to qualifications that attest to the skills knowledge and understanding required in the sector.
- 6.31 In addition, you would see this replicated as you move up through the levels of qualifications frameworks (the levels used in the diagrams are S/NVQ levels; these have been used as they have currency across the differing qualifications frameworks of the UK. They may equate to different levels within the individual frameworks).

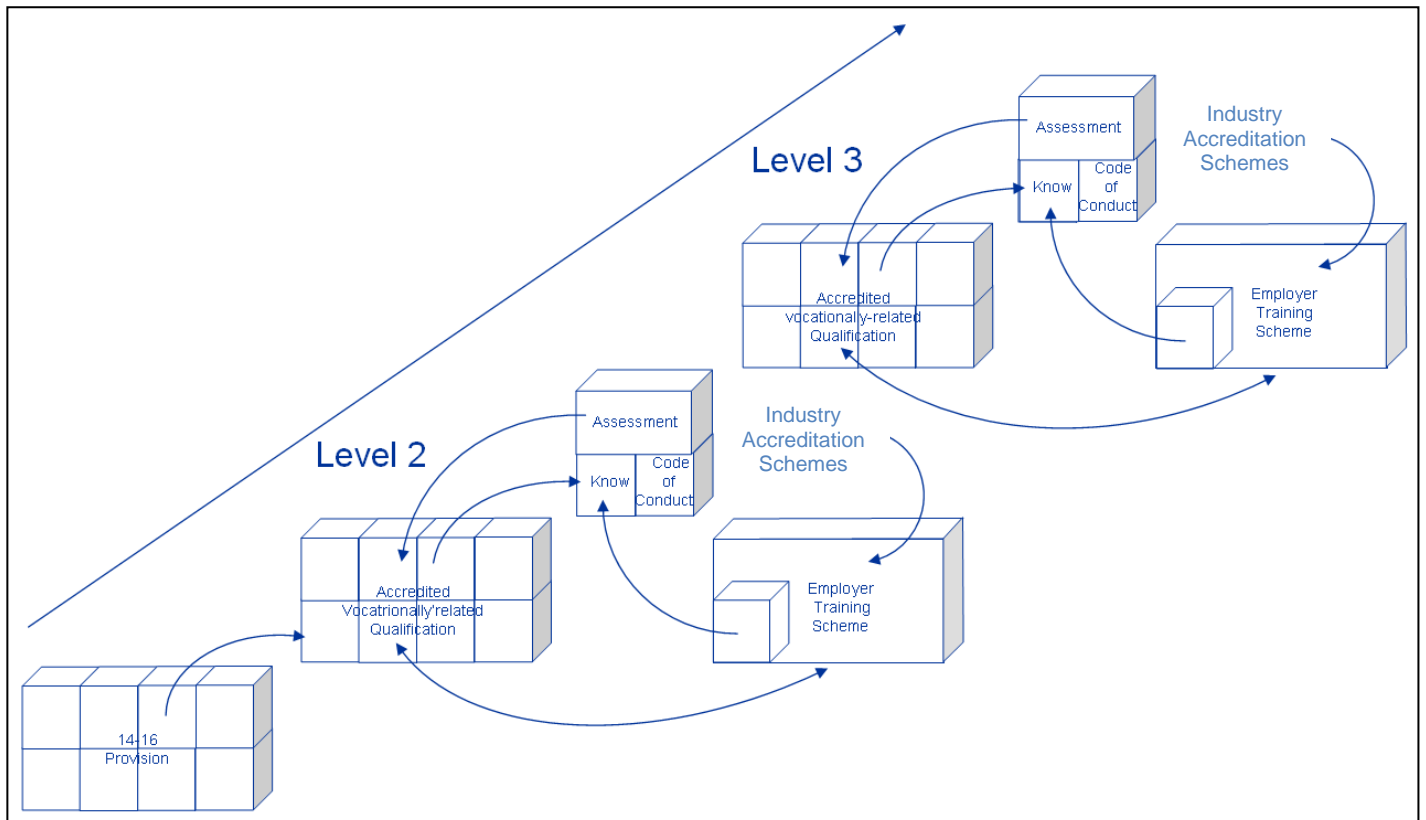


Diagram 1

- 6.32 In the second model, illustrated in Diagram 2, evidence from units and modules of accredited qualifications, where they prove competence, could contribute to the assessment outcomes for claiming current competence and knowledge, skills and understanding within an industry accreditation scheme.
- 6.33 Units or modules from accredited qualifications could also be used to contribute to claims of competence for the outcomes of employer training schemes and, more importantly, employer training schemes could provide evidence of competence for accredited qualifications.
- 6.34 Likewise, the competence outcomes for an industry accreditation scheme could be used to contribute to employer training scheme outcomes.
- 6.35 In this model though, the competence outcomes of the industry accreditation scheme would not contribute to the competence outcomes of accredited qualifications. The reason for this is that currently, these accredited qualifications are not valued by employers within the sector and their reputation could damage the credibility of the scheme. However, looking in to the medium- to long-term future there should be no reason why this could not, eventually, be a natural evolution for accredited qualifications.

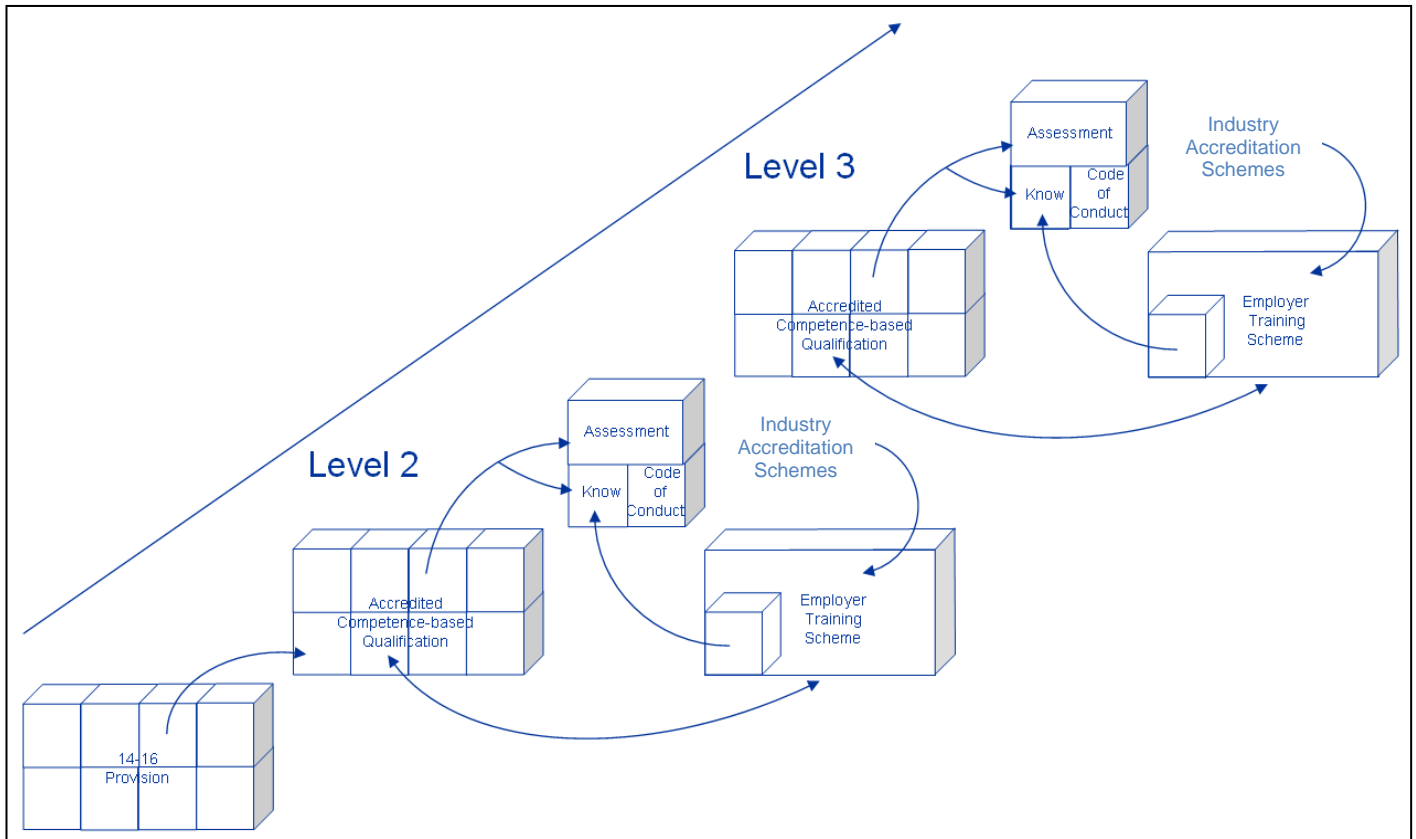


Diagram 2

- 6.36 In addition, a further strand of work – also aimed at raising the level of professionalism within the sector - will be to develop the concept of ethical competence through the development of NOS centred on behaviours.
- 6.37 With the increase of many migrant workers coming in to many of the sectors within the industry, a mechanism for mapping foreign workers’ skills to those of the UK should be developed to assist employers in recruitment. This work could ‘dovetail’ on to ongoing work on the European Qualifications Framework.

Qualifications content

- 6.38 In the future, qualifications will be developed in line with the basic principles outlined below.
- 6.39 IMI-Automotive Skills will consult with the industry to determine their needs, in terms of outcomes for units and qualifications and will then develop the content, along with awarding bodies, to form common units of content and nomenclature.
- 6.40 Once this has been developed and ratified by employers, awarding bodies will wrap their assessment methodologies, quality assurance and customer service around it to brand it as their own.
- 6.41 A detailed process for the development of qualifications will be developed through the Action Planning process and will be agreed with the sector and then implemented with awarding bodies.
- 6.42 In England, qualifications will only be endorsed by the SSC where awarding bodies have developed qualifications in line with the agreed development process and any other requirements indicated by the sector.

- 6.43 In Wales, it is intended that the QCF will be part of the CQFW and that any rules applying to the QCF will also apply to QCF qualifications included in the CQFW. In Northern Ireland they plan to adopt the QCF.
- 6.44 Thus, the development process outlined above will apply in England, Wales and Northern Ireland.
- 6.45 In Scotland, the involvement of SSCs in qualifications development will not follow the same process. The Scottish Skill Strategy outlines, in broad terms, SSC involvement in the process and IMI-Automotive Skills will continue to work with the relevant bodies to agree how this is taken forward to ensure that qualifications intended for use within the sector have any necessary changes made to them.
- 6.46 Across the UK, 'expiry dates' for units of qualifications will be agreed with awarding bodies and NOS development will enable quick and easy revision of qualifications.

Apprenticeships

- 6.47 In Scotland, Core Skills are a necessary part of the apprenticeship framework. However, as in Wales with regard to Key Skills, Core Skills do not have an end test – both are assessed through portfolio-based evidence.
- 6.48 In Northern Ireland, Essential Skills are a necessary part of an apprenticeship framework. As with Core Skills in Scotland and Key Skills in Wales there is no end-test. Instead there is a desktop exercise and a work-related assignment.
- 6.49 In Scotland there is a requirement that Core Skills are either embedded within other qualifications, primarily the SVQ, or delivered in a contextualised way.
- 6.50 In the future, contextualisation of delivery should be a requirement across the four countries of the UK, whether it be Core Skills in Scotland, Key Skills in England and Wales or Essential Skills in Northern Ireland. With the support of industry, IMI-Automotive Skills will work with governments and government agencies across the UK to bring this change about.
- 6.51 Of major concern, and a barrier to achieving this is the requirement for Essential Skills in Northern Ireland that only qualified maths and English teachers can deliver the maths and English component of this, and soon there will be the same requirement for ICT. There is a major risk that by excluding experienced (and industry experienced) college tutors from the delivery of Essential Skills the contextual delivery of Essential Skills is undermined.
- 6.52 The possibility of introducing pre-requisite basic skills levels for entry on to any apprenticeship will be explored.
- 6.53 IMI-Automotive Skills will work with industry in lobbying government for the removal of the end-test requirement of Key Skills in England, thus bringing England in line with the rest of the UK, which has the support of employers within the sector.
- 6.54 In Scotland, the Scottish Skills Strategy highlighted the need for apprenticeships to be offered at Level 2 (S/NVQ Level 2). This has been strongly supported by employers within the sector and IMI-Automotive Skills will endeavour to ensure that industry-relevant apprenticeships frameworks at this level can be offered in Scotland.
- 6.55 In order to achieve the above, there will be a review of all and, where necessary, an overhaul of apprenticeship frameworks within and across all four nations of the UK so they meet the needs of employers, introducing new frameworks where necessary.

Umar works in the light vehicle maintenance and repair sector and is in his last year of training on a Level 3 light vehicle maintenance and repair apprenticeship.

Umar has had a mixed experience on his apprenticeship and is currently enjoying the final phase of his apprenticeship.

Umar is now with his third provider in less than three years and his early experiences on his apprenticeship were not good and several times he considered leaving the programme and would have done so had it not been for his passion for cars and the unwavering support of his parents.

Umar's, and his employer's, difficulties lay in the level of support he received from their training provider. At one stage Umar went for long periods without ever seeing an assessor and when the assessor did make an appearance, the visits were brief and focused on 'ticking-off' evidence for his NVQ as quickly as possible by reviewing 'job cards'.

With one provider, he didn't actually see his assessor at all for a period of over 6 months.

Umar's latest provider visits him regularly and assesses properly, observing Umar carrying out live tasks in the workshop.

Umar is receiving good support from his service manager and other colleagues and is looking forward to completing his apprenticeship and hopefully continuing with further training and development.

Case Study 1

Management and leadership

- 6.56 There needs to be a complete change in culture within the industry with regard to management and leadership. Often, managers do not realise there is a need to develop management and leadership skills. However, often the fact that there are no fit-for-purpose qualifications is used as a reason not to undertake a development programme.
- 6.57 Less than 14% of all managers hold any Level 4 qualification, let alone a management-related qualification and management and leadership is a particular focus for the industry as existing qualifications have failed the sector.
- 6.58 Therefore, having gained strong support from the industry through the consultation process, a management accreditation scheme will be developed that will set the standard for manager, leader and supervisor practice and behaviour that will be based on NOS and that meets the needs of the industry. It will enable managers, leaders and supervisors to develop themselves in a way that meets the individual business needs of each organisation.
- 6.59 Management accreditation will underpin the development of qualifications and have the added value of a Code of Conduct based around behaviours and culture that begin to raise the standard of ethical behaviour within the sector. Achievement of accreditation will obligate holders to operate in accordance with this Code of Conduct.
- 6.60 This benchmark will have three key features; a requirement to demonstrate the underpinning knowledge required to support the standard, an assessment of the key competences – as identified by the industry and sign-up to an ethical Code of Conduct.
- 6.61 The Code of Conduct will revolve round the behaviours demonstrated by managers in the way they run their businesses and the way they treat their staff and customers.
- 6.62 If someone is found to be in breach of the code of conduct this may, as an ultimate sanction, lead to withdrawal of accreditation.

- 6.63 This management accreditation will require managers to demonstrate they are not only managing effectively, but they are also displaying the appropriate behaviours to achieve these outcomes.
- 6.64 A further requirement should be that they can demonstrate how they have provided leadership to their staff in displaying these skills and behaviours and how they are helping to embed a positive culture within the business.
- 6.65 This will be supported by a management and leadership qualifications framework that will utilise the most appropriate training and qualifications to underpin the development of individuals in order for them to successfully achieve the management accreditation.
- 6.66 Qualifications that are constructed of bite-sized chunks of learning and fit-for-purpose assessment models will contribute to the development of management and leadership skills leading to achievement of management accreditation.
- 6.67 In addition, new qualifications will enable those currently not in a management position to develop an understanding of basic management skills. This will enable businesses to identify potential managers of the future. In turn, this will also raise the expectations of those being managed in relation to how they are currently being managed, thus adding another driver for change in the management culture within the sector.
- 6.68 The framework should include as many routes to achievement of accreditation as possible. Making the framework as flexible as possible will enable managers, leaders and supervisors to achieve qualifications in a way that best suits them.
- 6.69 This will include newly unitised, bite-sized units of qualifications (or whole qualifications if appropriate) and also specific employer training schemes and training programmes, whether these are existing qualifications remodelled to fit the new requirements or new qualifications designed from new to fit the above requirements.
- 6.70 Diagram 3, below, demonstrates how this would work (the levels used in the diagram are S/NVQ levels; these have been used as they have currency across the differing qualifications frameworks of the UK. They may equate to different levels within the individual frameworks).

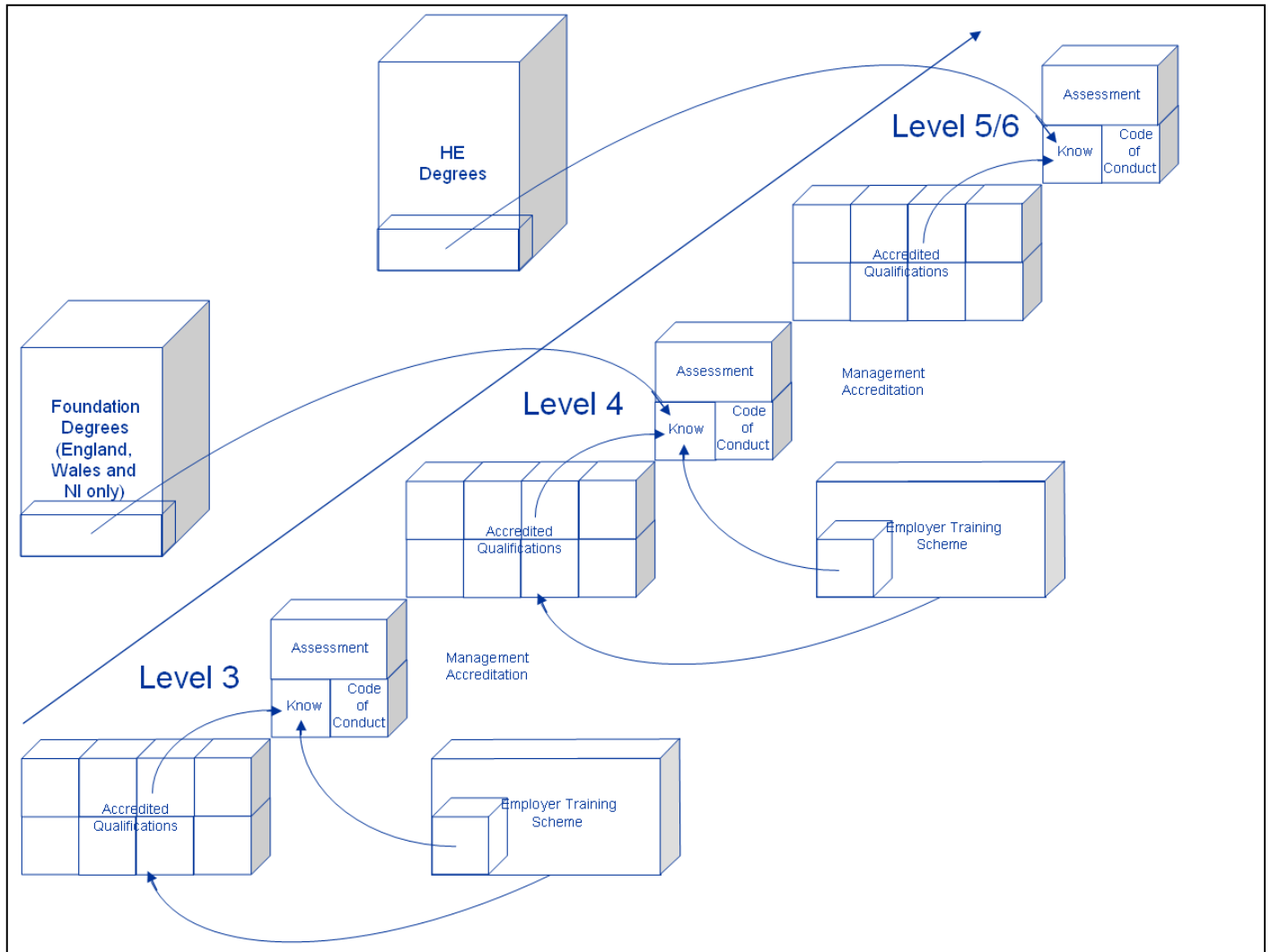


Diagram 3

- 6.71 These qualifications will reflect the requisite competences and skills outlined above.
- 6.72 In England, there are Diplomas that begin to develop management skills (both project and operational) at Key Stage 4 (14-16 year olds), GCSE A*-C level.
- 6.73 IMI-Automotive Skills will work with relevant stakeholders in all four countries to replicate this across the UK, not in terms of the Diploma model but in terms of where retail automotive provision is developed for school pupils – whatever form that provision takes in each country.
- 6.74 There are a number of Foundation Degrees in operation within England, Wales and Northern Ireland. These have been developed in collaboration with local employers. Working with Foundation Degree Forward organisations, a mapping against NOS will be carried out to ensure they are meeting the needs of industry and further work will be carried out to develop new Foundation Degrees so that high quality, fit-for-purpose degrees are widely available across all three countries.
- 6.75 In Scotland, we will work with all the relevant government stakeholders and HEIs to ensure that appropriate management skills provision is in place and available to the sector.

Customer service skills

- 6.76 The industry needs to increase the levels of customer service skills delivered across the sector by ensuring that appropriate skills development opportunities are in place.

- 6.77 Through the consultations, we have established customer service skills that are required by the sector and we will take these forward during the Action Planning stage of the Strategy development to ensure they feature in future qualifications. Every focus group confirmed that customer service skills are a key skills gap and these need to be addressed.
- 6.78 When talking of customer service, employers feel that this is linked closely with the management culture in the sector and the need for change.
- 6.79 Where appropriate customer service units of qualifications will be developed that vary in content depending on the job role of the individual needing to develop customer service skills. Thus an individual with a strong customer-facing perspective will take a more in-depth unit than someone with a less customer-facing focus. The qualification structure, though, will simply require a customer service unit to be taken in order to achieve the qualification.
- 6.80 However, through the consultations there was strong support for this to be the exception rather than the rule.
- 6.81 The sector much prefers that customer service skills be embedded in all relevant units of qualifications. Units of qualifications will be identified as appropriate to embed these skills in as explicit learning outcomes/measures of competence.
- 6.82 This will have a two-fold impact. Firstly, most individuals resist, and do not enjoy, studying or developing customer service skills, despite this being a vital and key skill within the sector. Embedding these skills in to units will lessen the impact and will help contextualise them to individuals' roles, thus making them more relevant to those individuals and the organisations they work in.
- 6.83 Secondly, it will begin to change the 'mindset' of those working in the industry. It is planned that these skills are embedded in every relevant qualification at every level. This will impress on everyone working in the sector the importance of customer service and the impact it has on the business at every level.

Basic and employability skills

- 6.84 Basic skills will be embedded in to both sector qualifications and apprenticeship frameworks, whether these are Key Skills in England and Wales, Functional Skills in England, Core Skills in Scotland or Essential Skills in Northern Ireland.
- 6.85 The appropriateness of introducing pre-requisites for basic skills levels for learning and training programmes will be explored.
- 6.86 Therefore, any individual wanting to undertake a programme of study would need to have the appropriate level of basic skills. If they were diagnosed as not having these (through the use of a Skills Passport, perhaps), a programme of support would be put together to raise their levels to the appropriate standard and then progress them on to their preferred programme of study.
- 6.87 Other basic skills such as communications, team working, etc. will need to be incorporated in to standards and qualifications within the sector qualifications framework.
- 6.88 IMI-Automotive Skills will work with appropriate bodies to bring about the changes recommended for Key/Core/Essential Skills within apprenticeships to all delivery of these skills within and without apprenticeships frameworks.
- 6.89 With the increase in migrant workers coming in to the industry, we will explore the issues and needs of this group with a view to supporting their career path choices and development.

Careers and CPD

- 6.90 During the consultations, employers were asked if the development of a Skills Passport would help the industry establish clear career pathways and support the raising of standards in delivery. There was clear support from employers that this development should be undertaken. IMI-Automotive skills have agreed to take this forward.
- 6.91 This will help to underpin a sector-wide progression structure, enabling employees and organisations within the industry to clearly identify progression routes.
- 6.92 The Skills Passport will be an online tool that would identify job roles and the skills sets needed for them; what other jobs roles it could lead to; a diagnostic tool to identify current skills sets; a gap analysis to identify which skills need to be developed in order to move in to the chosen job role; a training needs analysis which can be used for skills development; which programmes/qualifications provide these skills; which awarding bodies offer them; and where they can study for them.
- 6.93 Additionally, a function will be developed for individuals to record their achievements and if achieved through e-learning or e-assessment they will be able to post evidence/examples of their work.
- 6.94 Where agreement can be reached and where technically viable, existing tools and software will be utilised. Working with strategic partners, this service will be offered to anyone operating in the sector.
- 6.95 Awarding bodies will be able to link their web-sites to it and also be able to submit units/qualifications achievement to the individual's record of achievement.
- 6.96 A quality assurance benchmark for providers operating in the industry will be developed which will 'kite mark' excellent provision (we could use a number of measures such as Ofsted/ALI reports). In the Skills Passport only those providers who meet this benchmark will be signposted, thus helping to raise the quality of delivery.
- 6.97 There will also be a mechanism for employers to input changes to job role skills sets which we will bank and then use as the starting point for review and development of NOS.
- 6.98 Diagram 4, below, demonstrates how this process would work.

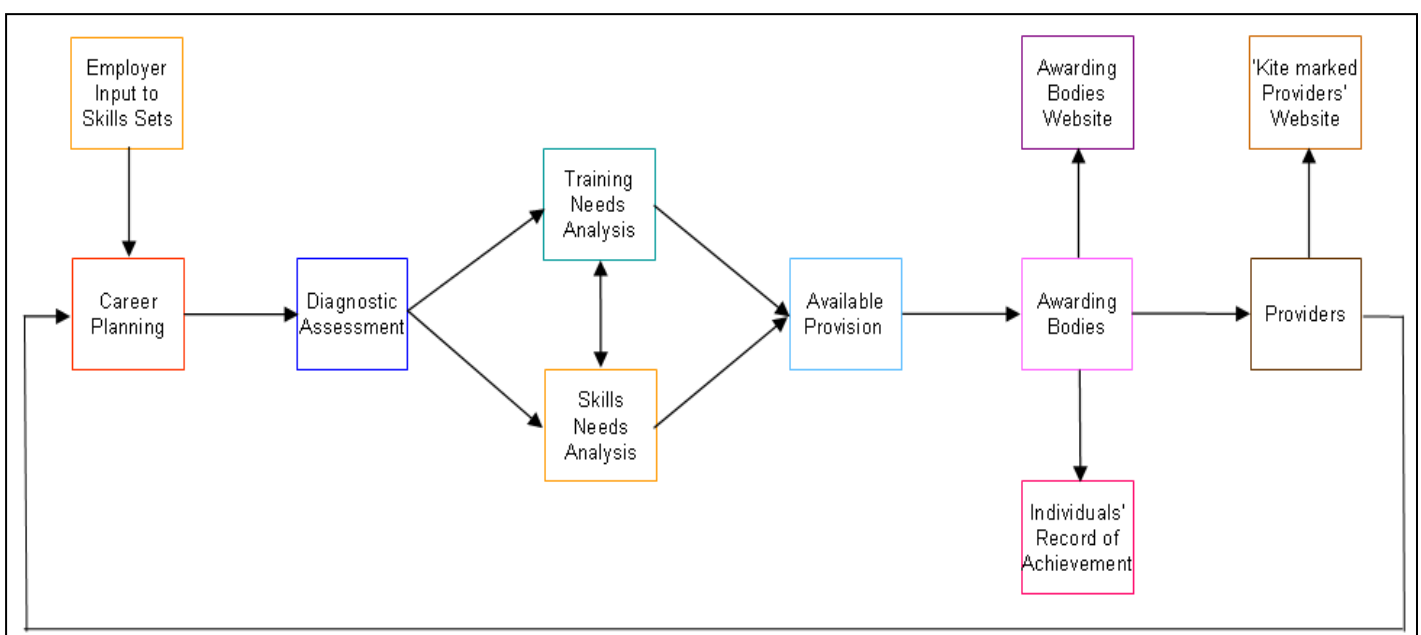


Diagram 4

Attraction and retention

- 6.99 Employers from every sub-sector of the industry made it clear that they need to attract those leaving school and FE programmes in to the sector.
- 6.100 There is provision from awarding bodies at Level 1 (S/NVQ Level 1, but not necessarily S/NVQs), which could be utilised within the school environment to give a broad introduction to the industry. They could also be developed to include the basic skills required. This will be explored in more detail with individual awarding bodies.
- 6.101 In England, the Young Apprenticeship Programme take-up should be expanded and it is here where issues of basic and employability skills could be addressed most effectively.
- 6.102 With the development of Diplomas in England there is an **additional** opportunity to achieve this. Working with the SSCs developing Diplomas in Engineering (SEMTA) and Retail (Skillsmart Retail), additional/specialist learning pathways for retail automotive should be developed.
- 6.103 In Wales, work with DCELLS and the Work-Based Learning Team should begin to develop a retail automotive offer for 14-19 year olds within schools and FE. The Welsh Baccalaureate should be explored to see if this might help us attract young people in to the sector.
- 6.104 In Scotland, working with Scottish Government, SQA Accreditation and awarding bodies work should begin on the development of an appropriate retail automotive offer for the same age group. In addition, work with appropriate bodies should begin to develop a 'pre-apprenticeship' qualification for 14-19 year olds which would provide learners with the underpinning knowledge and skills to enter an apprenticeship framework.
- 6.105 In Northern Ireland, working with DEL, QCA NI, CCEA and other awarding bodies work should begin to ensure that Essential skills, the Pre-apprenticeship programme and other 14-19 provision have retail automotive provision within them.
- 6.106 Across the UK, a programme of work should be developed to work more closely with careers services to raise the profile and perception of the retail automotive sector with learners, parents and teachers/tutors. Once developed, the Skills Passport will be a key feature of this work.
- 6.107 IMI-Automotive Skills is currently developing a project that is designed to i) raise awareness of the sector and ii) raise awareness of the breadth of the sector and careers within it, rather than focusing on just the technical aspects of the sector.
- 6.108 The project consists of a 6 week learning programme which culminates in a competition for those taking part.
- 6.109 Schools will be twinned with local employers with learners being able to experience the working environment by working with local employers and engaging in some form of work experience during the programme (the format of this experience is still to be defined).
- 6.110 The project is also designed to embrace other areas of the **school curriculum**, such as ICT, Science and maths.
- 6.111 IMI-Automotive Skills is also looking at a different, but linked, initiative for 9 year-olds. This would take the form of an online quiz designed to raise awareness of the sector without locking students in to specific 'career' choices at that age.
- 6.112 IMI-Automotive Skills is looking for a UK-wide roll-out to all schools interested in participating.
- 6.113 As can be seen from the statistics in Sections 3.1 and 4.2, there is an under representation of women in the sector. The IMI's 'Women and Work' programme encourages women in to the

industry and provides necessary training. With the support of governments, IMI-Automotive Skills will expand and promote this scheme across the four countries of the UK.

Sector specific issues

6.114 Many of the issues and solutions highlighted in this strategy apply across the entire 12 sub-sectors of this industry. However, each focus group had views on certain subjects that applied specifically to their sector.

6.115 These have been captured and will be taken forward with each sub-sector as we move forward with stakeholders in to the Action Planning and implementation stages. These views are detailed below.

Light vehicle maintenance and repair

6.116 In this sub-sector basic and employability skills and vehicle technological advancements are key issues that need to be addressed in terms of workforce development.

6.117 Employers, both large and small felt that the ATA scheme should become a statutory licence-to-practice.

Vehicle sales

6.118 Ethical competence needs to be developed for the sales workforce; this will help build public confidence in this sector.

6.119 A new approach to learning needs to be developed so that sales staff do not have to leave the workplace environment for long periods of time. Employers felt a blended learning solution would be best.

6.120 Recruitment for this sector comes from those who are aged 21 and above, for licensing reasons, government funding policies need to reflect this.

Roadside recovery and assistance

6.121 Again, recruitment in to this sector tends to be from an older workforce moving across from Light Vehicle technician roles. Staff turnover is a particular issue.

6.122 Funding policies need to reflect the typical age of the workforce and qualifications content and structure need to reflect the working hours and conditions of the industry.

Heavy vehicle maintenance and repair

6.123 A flexible adult apprenticeship would be beneficial to this sector and should be developed for the future.

Accident repair

6.124 With the development of technologies such as SMART repair, NOS in this area need to be developed, with the development of qualifications following on from this.

6.125 With the introduction of new 'exotic steels' in the construction of vehicle chassis an immediate need has been identified to develop automotive welding standards around accident repair.

Parts and distribution

- 6.126 There is a need to attract a higher calibre of individual in to the industry, at the moment this is difficult because of the perception of the industry, and work needs to be carried forward to raise the level of expectation from employers on recruitment and the profile of the industry with the general public.
- 6.127 There is a particular need, looking forward, to develop the ICT capability of the workforce.

Fast fit

- 6.128 The issues of equality and diversity need to be addressed in the NOS. When the last set of standards was developed, employers expressed the view that this should be included, but it didn't find its way in to the finalised set of standards and employers felt this needs to be addressed on the next review.
- 6.129 For this sector, employers felt customer service skills should not be embedded, but included as discrete units of qualifications.

Lift truck maintenance and repair

- 6.130 Employers felt that a programme-led apprenticeship framework would suit their industry, with the skills, knowledge and understanding being delivered at the beginning of the programme – before they go into the workplace.
- 6.131 This sector's focus is on developing fit-for-purpose standards and qualifications not an accreditation scheme, at this time.

Body building

- 6.132 The dependence on migrant workers is a key issue in this sector. The average length of service for a migrant worker is two to three years and these can make up to 50% of the workforce. The stresses this places on businesses is increasing and the need to 'grow our own' people is at a critical level.
- 6.133 English as a second language should be included, as an option, in qualifications within this sector.
- 6.134 Attracting new entrants from school should take priority. An apprenticeship framework for this sub-sector should be developed.

Vehicle rental and leasing

- 6.135 Within this sector there are effectively three sub-sectors – vehicle leasing, rental up to 3.5 tonnes and rental over 3.5 tonnes.
- 6.136 There are currently no NOS for this sector and this should be remedied at the next review. However, there are some key qualifications used by the sector:
- the City & Guilds Certificate in Vehicle Rental Operator Skills
 - the BVRLA Management Development Programme delivered by Nottingham Business School at Nottingham Trent University, Nottingham.
- 6.137 In addition, there are two additional university validated courses, Professional Certificate in Automotive Management and a Professional Diploma in Automotive management.

- 6.138 The distinctive nature of sales within the leasing sub-sector is one not reflected in existing qualifications.
- 6.139 Existing training courses offered by the trade association in the sector, the BVRLA, and other providers should be explored to determine the appropriateness of bringing them in to national qualifications frameworks.
- 6.140 Skills gaps have already been identified when recruiting staff from the technical side of maintenance and repair in to technically-related posts within the rental and leasing sector. There is a need to ensure that standards and qualifications enable the bridging of these skills gaps for new entrants in to the industry.

Motorcycle maintenance and repair

- 6.141 This is one of only two sub-sectors where employers mentioned 'passion' for the sector. Most individuals working in the sector do so because of their passion for motorcycles.
- 6.142 The level of professionalism, though, needs to be increased, without destroying the enthusiasm individuals have for their work. Qualifications need to be devised and delivered in a way that maintains the enthusiasm while increasing professionalism.
- 6.143 ICT skills are an increasing skills gap as new technologies in electronics come in to play.

Motorsport

- 6.144 This is the only other sector where 'passion' was mentioned by employers.
- 6.145 The dynamics of this sector are unique to the industry as a whole and the sector itself is not clearly defined. The sector is polarised between those working in performance engineering disciplines such as F1 and those working in SMEs supporting smaller race and rally teams. The skills needs and requirements are very different.
- 6.146 Working with other SSCs, the trade associations and providers in the sector, specific work will be undertaken to clearly define this sector and provide solutions that fit both ends of the sector's skills profile.
- 6.147 This will mean producing, or utilising, pure performance engineering qualifications through to qualifications specific to SMEs involved in motorsport maintenance and repair.
- 6.148 Working conditions are very different in this sector too, with many young people, who the industry wants to attract, not being able to undertake training as this often means them leaving home and relocating.

The way forward

- 6.149 IMI-Automotive Skills undertake to carry out the activities above, working with key strategic and operational stakeholder organisations to bring about a radically changed vocational offer for the sector that is fit-for-purpose, valued and used by employers.
- 6.150 IMI-Automotive Skills, with the backing of the industry, believe that the measures outlined above will help increase staff retention rates within the industry. Over time, the image of the sector will improve as skills levels increase and codes of conduct begin to impact on industry behaviours.
- 6.151 There is a good deal of work to do in promoting these solutions to the industry and beyond, but this is a vital aspect of the strategy. Therefore, a clear and detailed communication plan will be included with the Action Plans.

- 6.152 Once this begins to impact on public perception, aligned with the increase in customer service skills and raised levels of professionalism, public confidence in the sector will begin to rise and demand for qualifications will be increased.
- 6.153 By producing an integrated and coherent package of solutions based on the above we believe the ability to attract individuals in to the sector and then retain them will be significantly enhanced.

How IMI-Automotive skills has worked with partners

- 6.154 At this point, IMI-Automotive Skills wish to assert that we are confident that the level of engagement achieved throughout the development of this Strategy has enabled us to propose solutions that are not only fit-for-purpose in addressing the needs of the sector, but that also have the support of the vast majority of employers within the sector.
- 6.155 At the outset of this project we created appropriate governance and consultation processes to ensure that this strategy was truly employer-led.
- 6.156 A Steering group comprised entirely of employers and facilitated by the IMI was formed with representation from all the 12 sub-sectors within the footprint. This Steering Group met twice between October and February and has been consulted three times electronically to (i) approve the Blueprint document which was used as our consultation document and (ii) twice to approve this document prior to submission to the SSDA.
- 6.157 Consultations also took place with QCA, LSC, SSDA, SEMTA, Proskills, GoSkills, QCA NI, CCEA, DCELLS, Scottish Government, SQA Accreditation, SQA Awarding Body, the Scottish Funding Council, Scottish Enterprise, Highlands and Islands Enterprise, LearnDirect Scotland and Careers Scotland.
- 6.158 The sector's Awarding Body Forum was used to consult with awarding bodies operating in the sector. The awarding bodies, while having some concerns over the proposals, believed they could work with the sector to achieve its aims.
- 6.159 Meetings took place with awarding bodies in Scotland.
- 6.160 A programme of two rounds of focus group consultations took place. The first with 12 separate focus groups, which enabled us to consult directly with employers and trade and professional associations in every sub-sector of the footprint. In addition we held two employer-only groups to look at management & leadership and customer service, five provider focus groups in each country of the UK, four employer forums in each country of the UK, one provider group specifically looking at management & leadership and one higher education focus group.
- 6.161 In the second round of consultations we had four cross-sectoral focus groups consisting of employers, trade associations and FE/HE providers, four individual provider focus groups in every country of the UK, one joint provider/employer focus Group in Wales and individual consultations with government agencies in Wales.
- 6.162 In addition we also had an additional meeting with government officials in Scotland, Northern Ireland and England.
- 6.163 For those who wished to participate but were unable to attend, we consulted with them electronically or by face-to-face, one-to-one meetings.
- 6.164 Below is a comprehensive list of the numbers we consulted with, either face-to-face or electronically.

Employers	England	Scotland	NI	Wales
	169	20	10	6
Regulators/Government Stakeholders/Agencies	12			
Learners	4			
SSCs/SSBs	5			
Qualification regulators	5			
Awarding bodies	10			
Higher Education	12			
Learning providers	90			
Motor Industry Consultants Group	43			
Online and paper responses	167			
Trade and Professional Associations	16			
TOTAL	569			

Table 22
Number of consultees

6.165 In Table 22, the number of employers consulted in England includes organisations working across the UK, in England, Scotland, Northern Ireland and Wales, and they were specifically asked about any differences across the four nations that impacted on their businesses.

6.166 With regard to the trade and professional bodies referenced in Table 22, the following table gives a breakdown of these by association and members consulted. We will continue to engage with these associations as we move forward in to the implementation of the solutions contained within this Strategy.

Trade and Professional Associations

No.	Name	SQS consultee	Membership
1	ABP Club	David Cresswell	850
2	Automotive Distribution Federation	Brian Spratt	590
3	British Vehicle Rental and Leasing Association	John Lewis	800
4	Fork Lift Truck Association	David Ellison	200
5	Institute of Automotive Engineer Assessors	Trevor Sutton	1,300
6	Institute of the Motor Industry	Sarah Sillars	23,000
7	Institute of Vehicle Recovery	Steve Kirton	570
8	Motor Cycle Industry Association	David Taylor	135
9	Motor Vehicle Dismantlers Association	Duncan Wemyss	200
10	Motor Vehicle Repairers Association	Mike Monaghan	2,000
11	Motorsport Industry Association	Chris Aylett	305
12	National Tyre Distributors Association	Richard Edy	2,800
13	Retail Motor Industry Federation	Ray Holloway	7,500

14	Scottish Motor Trade Association	Douglas Robertson	850
15	Society of Operations Engineers	Ian Chisholm	18,000
16	Vehicle Builders and Repairers Association	Malcolm Tagg	920
TOTAL			60,020

Table 23
List of trade and professional associations consulted

- 6.167 An online survey was also used to gain feedback, accessible from the IMI and Automotive Skills websites (and included in e-mail signatures of all SSC staff). Many of the trade and professional associations carried this link and accompanying information on the websites.
- 6.168 Trade magazines were targeted and **asked to carry** editorial pieces on the SQS, along with the link to the online survey in their online version.
- 6.169 Paper-based survey forms were distributed among employers in the industry.
- 6.170 We have taken a phased approach to the survey, focusing in the first instance on qualifications. This has meant that while distribution has been wide, we expected a small return. Knowledge, and use, of qualifications is limited and largely historical, with many employers still asking, 'have you got your City & Guilds?' without really knowing the detail.
- 6.171 In the second phase we widened the scope to include skills, learning and training rather than just qualifications. This will provide a broader picture of the detailed requirements of the sector and thus inform the Action Planning stage of the SQS development.
- 6.172 As of Monday 17 March 2008, 167 completed surveys have been returned.

How IMI-Automotive Skills will work with partners to prepare information and Action Plans

- 6.173 IMI-Automotive Skills will prepare and then present proposals to stakeholders as to how we will engage with them to take forward the following UK-level activities:
- NOS Action Plan which will identify and provide a rationale for NOS development. Through the consultation exercise a number of areas have already been identified where there are no NOS. For example, in Vehicle Leasing and SMART Body Repair
 - In other areas there will be the need to redevelop NOS and we will identify these in conjunction with employers in the industry, through the NOS Action Plan.
- 6.174 In addition, we will prepare and then present proposals to stakeholders as to how we plan to engage with them to take forward the following activities at a national level:
- Ensuring funding policies in all four countries of the UK support effective and efficient qualifications delivery and assessment that is fit-for-purpose and meets the needs of employers, in terms of the skills and competences individuals exit their learning/training programmes with
 - Reviewing, amending and creating new apprenticeship frameworks
 - Redeveloping qualifications to ensure they are fit-for-purpose and creating a new sector qualifications framework for the sector which will determine which qualifications are accredited in to national qualifications frameworks across the UK
 - Key Skills delivery and assessment in England
 - Qualifications development processes in the QCF and CQFW

- Development of retail automotive additional/specialist learning pathways in the Engineering and Retail Diplomas in England
- Development of appropriate 14-19 retail automotive provision in Scotland, Wales and Northern Ireland
- Development of a management accreditation scheme for the sector
- Work with all stakeholders involved in the delivery of all qualifications, at all levels, to improve the quality of delivery across the footprint, to a level where inclusion of accreditation schemes, such as ATA, IRTEC and IVR is viable and has the confidence of the sector.

6.175 Working with key stakeholders, detailed in Annexe 1, we will negotiate and broker agreements to move the sector's agenda forward as laid out in this Strategy.

6.176 The Steering Group will continue in its current format to oversee and sign off this work. The Group is due to meet every three months physically and as needed electronically.

6.177 We will use existing structures, such as the Awarding Body forum, to work with awarding bodies on the development of competence-based qualifications, common units, quality assurance of delivery and assessment and the Skills Passport.

6.178 We will, where necessary form 'task and finish' groups to look at specific issues. The number, focus and timelines for these will be determined as we move forward with Action Planning, but will likely include, amongst others, ones for Skills Passport development, common units, management and leadership, customer service, employability skills, assessment and delivery, etc.

How this Strategy will be monitored and evaluated

6.179 The development of the Strategy was an integral part of the IMI Business Plan 2006/7 and this will be carried forward in to subsequent Plans. The SSA process will be integrated in to the IMI's business planning process and we will carry out, at pre-determined intervals, a review and evaluation of the LMI to inform any necessary changes to the agreement. A review and evaluation of the Strategy will take place following this and any necessary revisions made. We envisage that the review will take place every 18 months.

6.180 A new suite of qualifications for the sector will be in place and ready to use by the end of December 2009. The SQS Steering Group will remain in place to oversee this work, meeting on a quarterly basis either physically or electronically, depending on need. They will oversee the development of the Action Plan and its implementation. The Group will then meet at regular intervals to ensure that the Strategy remains current and appropriate to the needs of the sector. Any intelligence gained from the Steering Group will be fed in to the SSA review process.

ANNEXE 1: Stakeholder engagement in Action Planning

Across the UK:

- The UK Commission for Employment and Skills (UKCES)
- Allied SSCs including SEMTA, Skillsmart Retail, Proskills, GoSkills
- CMI and MSC
- ILM
- ICS
- Awarding bodies active in the retail automotive sector
- Higher Education Institutions
- FE and Private Training Providers

In England:

- The LSC
- QCA
- Foundation Degree Forward
- DIUS/DCSF
- QIA
- Ofsted
- Regional Development Agencies (RDAs)

In Scotland:

- Scottish Government
- SQA
- Skills Development Scotland
- Scottish Funding Council
- Scottish Enterprise/Highlands & Islands Enterprise

In Wales:

- Welsh Assembly Government
- Foundation Degree Forward
- ESTYN
- Careers Wales

In Northern Ireland only:

- DEL
- QCA NI
- CCEA
- Foundation Degree Forward

ANNEXE 2: Copy of paper-based survey

Help shape our industry

automotive
skills
A division of The Institute of the Motor Industry

A minute of your time please!



Our industry has been given a unique opportunity to shape the future qualifications in the retail automotive sector during 2008, so that they give employers what they need.

The Automotive Skills division of the Institute of the Motor Industry (IMI) is putting this together and it needs your views.

It's important that your voice is heard!

Have your say

What qualifications do you think are useful and should be kept?

What qualifications don't work and why?

What qualifications/training would you like the Government to fund?

Thanks for taking part.

Sarah Sillars, Chief Executive,
Institute of the Motor Industry

Please fold this form as indicated overleaf and pop it in the post OR email sqs@automotiveskills.org.uk and complete our short on-line survey

Automotive Skills is a division of The Institute of the Motor Industry, the Sector Skills Council for the automotive retail industry, which is part of the Skills for Business network.

Fanshaws, Brickendon, Hertford SG13 8PQ Tel 01992 511521 Fax 01992 511548
Email imi@motor.org.uk Web www.motor.org.uk

skills
FOR BUSINESS



The UK Commission aims to raise UK prosperity and opportunity by improving employment and skills. Our ambition is to benefit employers, individuals and government by advising how improved employment and skills systems can help the UK become a worldclass leader in productivity, in employment and in having a fair and inclusive society: all this in the context of a fast-changing global economy.

Because employers, whether in private business or the public sector, have prime responsibility for the achievement of greater productivity, the UK Commission will strengthen the employer voice and provide greater employer influence over the employment and skills systems.

Having developed a view of what's needed, the UK Commission will provide independent advice to the highest levels in government to help achieve those improvements through strategic policy development, evidence-based analysis and the exchange of good practice.

UKCES

3 Callflex Business Park
Golden Smithies Lane
Wath-Upon-Dearne
South Yorkshire
S63 7ER
T +44 (0)1709 774 800
F +44 (0)1709 774 801

UKCES

28-30 Grosvenor Gardens
London
SW1W 0TT
T +44 (0)20 7881 8900
F +44 (0)20 7881 8999

