

apprenticeship FRAMEWORK

Bus and Coach Engineering and Maintenance (Wales)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the **Essential Skills and Employer Rights and Responsibilities** requirements of a framework and they **ONLY** apply to new Apprenticeship starts on, or after, 14th October. Apprenticeship starts before this date must continue to meet the 2013 SASW requirements for Essential Skills and Employer Rights and Responsibilities.

For more details of the changes and how they will affect new apprenticeship starts, please read the following preface page to the framework document. NB: Please check the "Revising a Framework" section for information on any additional changes that may have been made to this framework.

Latest framework version?

For any previous versions of this framework: www.acwcerts.co.uk/framework_library

Issue date: 02 September 2014

Published By

People 1st for GoSkills

Apprenticeship Certification
Wales

<https://acwcerts.co.uk/web/>

Document Status:

Issued



Bus and Coach Engineering and Maintenance (Wales)

Contents

Contents

Framework information	6
Information on the Issuing Authority for this framework:	6
People 1st for GoSkills	6
Short description	6
Contact information	7
Proposer of this framework	7
Revising a framework	8
Why this framework is being revised	8
Summary of changes made to this framework	8
Qualifications removed	8
Qualifications added	8
Level 2	8
Level 3	9
Qualifications that have been extended	9
Purpose of this framework	10
Summary of the purpose of the framework	10
Aims and objectives of this framework (Wales)	11
Entry conditions for this framework	12
Level 2, Pathway 1: Mechanical	15
Entry requirements for this pathway in addition to the framework entry requirements	15
Qualifications	17
Competence qualifications available to this pathway	17
Knowledge qualifications available to this pathway	17
Combined qualifications available to this pathway	18
Relationship between competence and knowledge qualifications	18
Essential Skills	19
Communication	19

Application of Number	19
Inclusion of Digital Literacy (ICT).....	20
Progression routes into and from this pathway	21
UCAS points for this pathway:	21
Employee rights and responsibilities	22
Delivery and assessment	22
EVIDENCE OF ACHIEVEMENT OF ERR	23
Level 2, Pathway 2: Electrical	24
Entry requirements for this pathway in addition to the framework entry requirements	24
Qualifications.....	26
Competence qualifications available to this pathway	26
Knowledge qualifications available to this pathway	26
Combined qualifications available to this pathway	27
Relationship between competence and knowledge qualifications.....	27
Essential Skills	28
Communication	28
Application of Number	28
Inclusion of Digital Literacy (ICT).....	29
Progression routes into and from this pathway	30
UCAS points for this pathway:	30
Employee rights and responsibilities	31
Delivery and assessment	31
EVIDENCE OF ACHIEVEMENT OF ERR	32
Level 2, Pathway 3: Body	33
Entry requirements for this pathway in addition to the framework entry requirements	33
Qualifications.....	35
Competence qualifications available to this pathway	35
Knowledge qualifications available to this pathway	35
Combined qualifications available to this pathway	36
Relationship between competence and knowledge qualifications.....	36
Essential Skills	37
Communication	37
Application of Number	37
Inclusion of Digital Literacy (ICT).....	38
Progression routes into and from this pathway	39
UCAS points for this pathway:	39
Employee rights and responsibilities	40
Delivery and assessment	40
EVIDENCE OF ACHIEVEMENT OF ERR	41
Level 3, Pathway 1: Mechanical.....	43
Entry requirements for this pathway in addition to the framework entry requirements	43

Qualifications.....	45
Competence qualifications available to this pathway	45
Knowledge qualifications available to this pathway	45
Combined qualifications available to this pathway	46
Relationship between competence and knowledge qualifications.....	46
Essential Skills	47
Communication	47
Application of Number	47
Inclusion of Digital Literacy (ICT).....	48
Progression routes into and from this pathway	49
UCAS points for this pathway:	49
Employee rights and responsibilities	50
Delivery and assessment	50
EVIDENCE OF ACHIEVEMENT OF ERR	51
Level 3, Pathway 2: Electrical	52
Entry requirements for this pathway in addition to the framework entry requirements	52
Qualifications.....	54
Competence qualifications available to this pathway	54
Knowledge qualifications available to this pathway	54
Combined qualifications available to this pathway	55
Relationship between competence and knowledge qualifications.....	55
Essential Skills	56
Communication	56
Application of Number	56
Inclusion of Digital Literacy (ICT).....	57
Progression routes into and from this pathway	58
UCAS points for this pathway:	58
Employee rights and responsibilities	59
Delivery and assessment	59
EVIDENCE OF ACHIEVEMENT OF ERR	59
Level 3, Pathway 3: Body	61
Entry requirements for this pathway in addition to the framework entry requirements	61
Qualifications.....	63
Competence qualifications available to this pathway	63
Knowledge qualifications available to this pathway	63
Combined qualifications available to this pathway	64
Relationship between competence and knowledge qualifications.....	64
Essential Skills	65
Communication	65
Application of Number	65
Inclusion of Digital Literacy (ICT).....	66

Progression routes into and from this pathway	67
UCAS points for this pathway:	67
Employee rights and responsibilities	68
Delivery and assessment	68
EVIDENCE OF ACHIEVEMENT OF ERR	68
Level 3, Pathway 4: Mechanical and Electrical	70
Entry requirements for this pathway in addition to the framework entry requirements	70
Qualifications.....	72
Competence qualifications available to this pathway.....	72
Knowledge qualifications available to this pathway	72
Combined qualifications available to this pathway	73
Relationship between competence and knowledge qualifications.....	73
Essential Skills.....	74
Communication	74
Application of Number	74
Inclusion of Digital Literacy (ICT).....	75
Progression routes into and from this pathway	76
UCAS points for this pathway:	76
Employee rights and responsibilities	77
Delivery and assessment	77
EVIDENCE OF ACHIEVEMENT OF ERR	78
How equality and diversity will be met	79
On and off the job training	81
Off-the-job training.....	81
On-the-job training.....	82
How this requirement will be met	82
Wider key skills assessment and recognition	84
Improving own learning and performance	84
Working with others.....	84
Problem solving.....	84

Framework information

Information on the Issuing Authority for this framework:

People 1st for GoSkills

The Apprenticeship sector for occupations in passenger transport.

Issue number: 2	This framework includes:
Framework ID: FR03021	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 31/07/2017	This framework is for use in: Wales

Short description

The aim of this Apprenticeship is to train new entrants and upskill the existing workforce to the industry recognised standard of competency in Bus and Coach Engineering and Maintenance (BACEM) and to meet the industry's current and future skills needs by supporting retention, motivation and performance.

Jobs roles covered by this Apprenticeship at level 2 are bus/coach mechanical service technician; bus/coach electrical service technician and bus/coach body repairer. At level 2 bus/coach technicians undertake routine activities using a range of tools and equipment to ensure that the bus or coach is in good working order. Job roles covered by this Apprenticeship at level 3 include bus/coach mechanical maintenance and repair technician; bus/coach electrical maintenance and repair technician; bus/coach body builder and repairer; bus/coach diagnostic technician. At level 3 bus/coach technicians diagnose and rectify more complex bus or coach faults.

Contact information

Proposer of this framework

[The framework has been developed following demand from a number of employers including Stagecoach and Arriva]

Developer of this framework

Name: [Kathryn O'Regan]

Organisation: [GoSkills]

Organisation Type: [Sector Skills Council]

Job Title: [Apprenticeship Manager]

Phone: [0121 635 5520]

Email: [frameworkreview@people1st.co.uk]

Postal address: [People 1st
Second Floor Armstrong House
38 Market Square
Uxbridge
UB8 1LH]

Website: [www.people1st.co.uk]

Issuing Authority's contact details

Issued by: [People 1st]

Issuer contact name: [Joanne Parker]

Issuer contact phone: [01895 817000]

Issuer Email: [joanne.parker@people1st.co.uk]

Contact Details

Who is making this revision [Susan Herd]

Your organisation [People 1st for Go Skills]

Your email address: [frameworkreview@people1st.co.uk]

Revising a framework

Why this framework is being revised

[The framework is being revised to include newly accredited Pearson qualifications and also to remove 'non-statutory' from the framework title.

Summary of changes made to this framework

[To add new Pearson level 2 and level 3 qualifications and remove 'non-statutory' from the framework title.

Qualifications removed

[None

Qualifications added

[Level 2

- 600/9585/4 - Pearson BTEC Level 2 Diploma In Principles of Bus and Coach Engineering and Maintenance (Mechanical)
- 601/0113/1 - Pearson BTEC Level 2 Certificate In Principles of Bus and Coach Engineering and Maintenance (Electrical)
- 600/9733/4 - Pearson BTEC Level 2 Certificate In Principles of Bus and Coach Engineering and Maintenance (Body)
- 600/9586/6 - Pearson Edexcel Level 2 NVQ Diploma In Bus and Coach Engineering and Maintenance (Body)
- 600/9587/8 - Pearson Edexcel Level 2 NVQ Diploma In Bus and Coach Engineering and Maintenance (Electrical)
- 600/9588/X - Pearson Edexcel Level 2 NVQ Diploma In Bus and Coach Engineering and Maintenance (Mechanical)

Level 3

- 600/9583/0 - Pearson Edexcel Level 3 NVQ Diploma In Bus and Coach Engineering and Maintenance (Electrical)
- 600/9780/2 - Pearson Edexcel Level 3 NVQ Diploma In Bus and Coach Engineering and Maintenance (Body)
- 600/9782/6 - Pearson Edexcel Level 3 NVQ Diploma In Bus and Coach Engineering and Maintenance (Mechanical)
- 600/9584/2 - Pearson Edexcel Level 3 NVQ Diploma In Bus and Coach Engineering and Maintenance (Mechelec)
- 600/9740/1 - Pearson BTEC Level 3 Certificate in Principles of Bus and Coach Engineering and Maintenance (Electrical)
- 600/9739/5 - Pearson BTEC Level 3 Diploma In Principles of Bus and Coach Engineering and Maintenance (Body)
- 600/9742/5 - Pearson BTEC Level 3 Diploma In Principles of Bus and Coach Engineering and Maintenance (Mechanical)
- 600/9741/3 - Pearson BTEC Level 3 Diploma In Principles of Bus and Coach Engineering and Maintenance (Mechanical / Electrical)

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

The bus and coach industries employ approximately 223,000 individuals between them. Bus and coach services are provided across the UK and play a vital part in underpinning social inclusion, tourism and local economies. Passenger carrying vehicles that regularly carry a large number of passengers get put under a significant amount of strain. Keeping buses and coaches maintained to high standards and out on the road is central to the success of any bus or coach companies. Public transport is high on the political agenda and the provision of bus and coach services that offer an alternative to the private car are key factors in supporting the low carbon agenda.

The bus industry consists of five major companies. There are 11 remaining municipal operators and numerous smaller, independent commercial operators active in delivering scheduled services.

There are around 4,360 companies in the coach industry. Many are SMEs and/or family companies. The bus and coach industries have been affected by the rising costs of fuel so meeting this challenge and improving profitability are major concerns for the future.

Currently the passenger transport sector is characterised by an aging workforce; 66% are aged 40 or over, which compares with 48% in the UK workforce as a whole. As a direct result there is an anticipated future skills shortage of vehicle maintenance technicians in the bus and coach industry.

Employers in the bus and coach industry have helped to design this framework and its contents to meet their current and future skills needs. Jobs roles covered by this Apprenticeship at level 2 are bus/coach mechanical service technician; bus/coach electrical service technician and bus/coach body repairer. At level 2 bus/coach technicians undertake routine activities using a range of tools and equipment to ensure that the bus or coach is in good working order. Job roles covered by this Apprenticeship at level 3 include bus/coach mechanical maintenance and repair technician; bus/coach electrical maintenance and repair technician; bus/coach body builder and repairer; bus/coach diagnostic technician. At level 3 bus/coach technicians diagnose and rectify more complex bus or coach faults.

The purpose of the apprenticeship is to help the bus and coach industries improve recruitment and retention of bus and coach engineers/technicians. Although there has been less difficulty in recruiting and retaining drivers during the economic downturn, operators are concerned that engineers/technicians may move on when more opportunities become available. The apprenticeship also provides the industry with a standard level of competence for bus and coach engineers/technicians.

This Apprenticeship builds on the success of the previous apprenticeship and contributes to meeting the skills priorities in Wales by:

- Incorporating Essential Skills Wales thereby improving the levels of basic literacy and numeracy skills in the workforce;
- Providing qualifications for competence and knowledge, approved by employers to meet the skills mix they require
- Incorporating employment responsibilities and rights, recommending a minimum number of hours for induction and mentoring to develop employability and learning skills ;
- Providing a progression pathway from level 2 to intermediate and higher -level skills and a route to higher level qualifications within the bus and coach industry

Employers and partners consulted indicated that ICT would be part of the job role in the Level 3 Apprenticeship but at level 1, which would not comply with the SASW. ICT, therefore has not been included as a mandatory requirement of this framework.

Aims and objectives of this framework (Wales)

The aim of this framework is to train new entrants in and upskill the existing workforce to the industry recognised standard of competency for professional Bus and Coach engineers/technicians. The objectives of this level 2 Foundation Apprenticeship and level 3 Apprenticeship framework are to:

- attract new recruits to the role of professional bus or coach engineer/technician
- to gain consistency and act as a standard of quality training for the industry
- to increase retention and motivation in the workforce
- to form the basis of a progression ladder for those wanting to develop their careers in the industry

Entry conditions for this framework

Employers are looking to attract applicants who have a keen interest in working in bus and coach engineering. Apprentices will need to have basic literacy and numeracy skills on which this Apprenticeship will build. Applicants will be a mix of age and experience. As a guide, applicants may come from a range of routes including:

- work or work experience
- training and/or experience which could include a portfolio showing what they have done
- achieved foundation learning at level 1
- achieved any of the Essential Skills Wales
- successfully completed a Young Apprenticeship
- any of the (14-19) Diplomas or Welsh Baccalaureate
- academic qualifications such as GCSEs, maths and science are particularly helpful for those looking to undertake this framework

RULES TO AVOID REPEATING QUALIFICATIONS

Processes exist to make sure that applicants with prior knowledge, qualifications and experience are not disadvantaged by having to repeat learning. Training providers and awarding organisations will be able to advise on the current rules for accrediting prior learning and recognising prior experience. Refer to the on and off the job training section for guidance about prior attainment and achievement. In the meantime, this is a short summary:

There are no relaxations or proxies for any qualifications specified in a framework in SASW, however, providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace.

1. Essential Skills Wales.

- If applicants already have GCSEs in English, Maths and/or Information and Communications Technology (ICT) they still have to do the Essential Skills Wales at the relevant level as these are new qualifications and proxies do not exist.
- Up to the 31 August 2011, if applicants already have achieved Key Skills at the relevant level, they will not have to do the relevant Essential Skills Wales (ESW), however, apprentices can be encouraged to complete ESW at a higher level if appropriate.

Knowledge qualifications. If applicants already have one of the Level 2 KNOWLEDGE

qualifications before they started their Apprenticeship, they can count this and do not have to redo the qualification, providing that they have achieved this qualification within five years of applying for the apprenticeship certificate. For example they may have already achieved the KNOWLEDGE element as part of the Welsh Baccalaureate. The hours they spent gaining this qualification will also count towards the minimum hours required for this framework.

2. Competence qualifications. If applicants already have the Level 2 COMPETENCE qualification for the Apprenticeship they do not have to repeat this qualification, however, this qualification must have been achieved within five years of applying for the apprenticeship certificate and they will still have to demonstrate competence in the workplace.

3. Prior experience. Applicants already working in the sector will be able to have their prior experience recognised by the Awarding Organisation and this will count towards the competence and the knowledge qualifications in this framework.

|

Level 2

Title for this framework at level 2

Apprenticeship in Bus and Coach Engineering and Maintenance

Pathways for the framework at level 2:

Pathway 1:	Mechanical
Pathway 2:	Electrical
Pathway 3:	Body

Level 2, Pathway 1: Mechanical

Description of this pathway

Bus and Coach Engineering and Maintenance (Mechanical)

The total number of credits for this pathway is 98.

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional entry requirements over and above those previously stated.

Job title(s)	Job role(s)
Bus/Coach Mechanical Service Technician	Identify, repair and maintain routine bus/coach mechanical faults

Qualifications

Competence qualifications available to this pathway

C1 – Level 2 NVQ Diploma in Bus and Coach Engineering and Maintenance (Mechanical)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0314/5	IMIAL	45	285	N/A
C1b	600/0429/0	EDI	45	288	N/A
C1c	600/9588/X	Pearson Education Ltd	45	288	N/A

Knowledge qualifications available to this pathway

K1 – Level 2 Diploma in Principles of Bus and Coach Engineering and Maintenance (Mechanical)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0626/2	EDI	41	330	N/A
K1b	600/0545/2	IMIAL	41	329	N/A
K1c	600/9585/4	Pearson Education Ltd	41	330	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

[K1 provides the underpinning knowledge and understanding required for C1.]

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Communication achievement above the minimum SASW requirement? YES ☐ NO ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

[Enter alternative grade/level requirements and reasons here.]

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Application of Number achievement above the minimum SASW requirement? YES ☐ NO ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

[Enter alternative grade/level requirements and reasons here.]

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** ☐ **NO** ☒

Progression routes into and from this pathway

Progression into pathway

Learners commencing this Level 2 pathway may have progressed into this from:

- work/work experience
- GCSEs
- the 14-19 Diploma or Welsh Baccalaureate
- related vocational education courses

Progression from this pathway

On completion of the Level 2 Foundation Apprenticeship in BACEM, successful Apprentices may work as a bus/coach mechanical service technician or progress onto the Mechanical pathway of the Level 3 Apprenticeship in BACEM.

Further information on careers and progression can be found on the passenger transport careers website at www.careersthatchmove.co.uk

UCAS points for this pathway:

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** ☒ **NO** ☐

Delivery and assessment

There are nine national outcomes/standards for ERR as set out in the SASW. The SASW specifies that the course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role played by their occupation within their organisation and industry;
- has an informed view of the types of career pathways that are open to them;
- knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities;
- knows where and how to get information and advice on their industry, occupation, training and career;
- can describe and work within their organisation's principles and codes of practice;
- recognises and can form a view on issues of public concern that affect their organisation and industry.

ERR is covered by completion of the Employment Rights and Responsibilities unit contained as an additional unit within the knowledge qualifications in the framework. For the Foundation Apprenticeship in BACEM (Mechanical) pathway the knowledge qualification is the Level 2 Diploma in Principles of Bus and Coach Engineering and Maintenance (Mechanical).

EVIDENCE OF ACHIEVEMENT OF ERR

ERR will be evidenced at certification by the achievement of the knowledge qualification, along with a completed and signed copy of the Universal Employee Rights and Responsibilities Form (ERR).

It is also a requirement, at certification, to submit a signed copy of an Apprenticeship Certificate Claim Form.

These forms can be downloaded at: www.acwcerts.co.uk/web/forms-documentation

Level 2, Pathway 2: Electrical

Description of this pathway

Bus and Coach Engineering and Maintenance (Electrical)

The total number of credits for this pathway is 70.

Entry requirements for this pathway in addition to the framework entry requirements

There are no further entry requirements for this pathway over and above those previously stated

Job title(s)	Job role(s)
Bus/Coach Electrical Service Technician	Identify, repair and maintain routine bus/coach electrical faults

Qualifications

Competence qualifications available to this pathway

C1 – Level 2 NVQ Diploma in Bus and Coach Engineering and Maintenance (Electrical)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0249/9	IMIAL	38	238	N/A
C1b	600/0426/5	EDI	38	241	N/A
C1c	600/9587/8	Pearson Education Ltd	38	241	N/A

Knowledge qualifications available to this pathway

K1 – Level 2 Certificate in Principles of Bus and Coach Engineering and Maintenance (Electrical)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0544/0	IMIAL	20	170	N/A
K1b	600/0625/0	EDI	20	170	N/A
K1c	601/0113/1	Pearson Education Ltd	20	170	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Communication achievement above the minimum SASW requirement? YES ☐ NO ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Application of Number achievement above the minimum SASW requirement? YES ☐ NO ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** ☐ **NO** ☒

Progression routes into and from this pathway

Progression into pathway

Learners commencing this Level 2 pathway may have progressed into this from:

- work/work experience
- GCSEs
- the 14-19 Diploma or Welsh Baccalaureate
- related vocational education courses

Progression from this pathway

On completion of the Level 2 Foundation Apprenticeship in BACEM (Electrical pathway), successful Apprentices may work as a bus/coach electrical service technician or progress onto the Electrical pathway of the Level 3 Apprenticeship in BACEM.

Further information on careers and progression can be found on www.careersthatchange.co.uk

UCAS points for this pathway:

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** ☒ **NO** ☐

Delivery and assessment

There are nine national outcomes/standards for ERR as set out in the SASW. The SASW specifies that the course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role played by their occupation within their organisation and industry;
- has an informed view of the types of career pathways that are open to them;
- knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities;
- knows where and how to get information and advice on their industry, occupation, training and career;
- can describe and work within their organisation's principles and codes of practice;
- recognises and can form a view on issues of public concern that affect their organisation and industry.

ERR is covered by completion of the Employment Rights and Responsibilities unit contained as an additional unit within the knowledge qualifications in the framework. For the Foundation Apprenticeship in BACEM (Electrical) pathway the knowledge qualification is the Level 2 Certificate in Principles of Bus and Coach Engineering and Maintenance (Electrical).

EVIDENCE OF ACHIEVEMENT OF ERR

ERR will be evidenced at certification by the achievement of the knowledge qualification, along with a completed and signed copy of the Universal Employee Rights and Responsibilities Form.

It is also a requirement, at certification, to submit a signed copy of an Apprenticeship Certificate Claim Form.

These forms can be downloaded at: www.acwcerts.co.uk/web/forms-documentation

Level 2, Pathway 3: Body

Description of this pathway

Bus and Coach Engineering and Maintenance (Body)

The total number of credits for this pathway is 83.

Entry requirements for this pathway in addition to the framework entry requirements

There are no further entry requirements over and above those previously stated.

Job title(s)	Job role(s)
Bus/Coach Body Repairer	Identify, repair and maintain routine damage to bus/coach body work

Qualifications

Competence qualifications available to this pathway

C1 – Level 2 NVQ Diploma in Bus and Coach Engineering and Maintenance (Body)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0245/1	IMIAL	37	260	N/A
C1b	600/0680/8	EDI	37	260	N/A
C1c	600/9586/6	Pearson Education Ltd	37	260	N/A

Knowledge qualifications available to this pathway

K1 – Level 2 Certificate in Principles of Bus and Coach Engineering and Maintenance (Body)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0808/8	IMIAL	34	226	N/A
K1b	600/9733/4	Pearson Education Ltd	34	226	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Communication achievement above the minimum SASW requirement? YES ☐ NO ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Application of Number achievement above the minimum SASW requirement? YES ☐ NO ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** ☐ **NO** ☒

Progression routes into and from this pathway

Progression into pathway

Learners commencing this Level 2 pathway may have progressed into this from:

- work/work experience
- GCSEs
- the 14-19 Diploma or Welsh Baccalaureate
- related vocational education courses

Progression from this pathway

On completion of the Level 2 Foundation Apprenticeship in BACEM (Body), successful Apprentices may work as a bus/coach mechanical service technician or progress onto the Body pathway of the Level 3 Apprenticeship.

Further information on careers and progression can be found on the passenger transport careers website at www.careerthatmove.co.uk

UCAS points for this pathway:

Framework Developer to complete with relevant info

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** ☒ **NO** ☐

Delivery and assessment

There are nine national outcomes/standards for ERR as set out in the SASW. The SASW specifies that the course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role played by their occupation within their organisation and industry;
- has an informed view of the types of career pathways that are open to them;
- knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities;
- knows where and how to get information and advice on their industry, occupation, training and career;
- can describe and work within their organisation's principles and codes of practice;
- recognises and can form a view on issues of public concern that affect their organisation and industry.

ERR is covered by completion of the Employment Rights and Responsibilities unit contained as an additional unit within the knowledge qualifications in the framework. For the Intermediate Apprenticeship in BACEM (Body) pathway the knowledge qualification is the Level 2 Certificate in Principles of Bus and Coach Engineering and Maintenance (Body).

EVIDENCE OF ACHIEVEMENT OF ERR

ERR will be evidenced at certification by the achievement of the knowledge qualification, along with a completed and signed copy of the Universal Employee Rights and Responsibilities Form (ERR).

It is also a requirement, at certification, to submit a signed copy of an Apprenticeship Certificate Claim Form.

These forms can be downloaded at: www.acwcerts.co.uk/web/forms-documentation

Level 3

Title for this framework at level 3

Apprenticeship in Bus and Coach Engineering and Maintenance

Pathways for the framework at level 3:

- | | |
|------------|---------------------------|
| Pathway 1: | Mechanical |
| Pathway 2: | Electrical |
| Pathway 3: | Body |
| Pathway 4: | Mechanical and Electrical |

Level 3, Pathway 1: Mechanical

Description of this pathway

Bus and Coach Engineering and Maintenance (Mechanical)

The total number of credits for this pathway is 101.

Entry requirements for this pathway in addition to the framework entry requirements

As well as satisfying the general entry requirements, individuals working towards the level 3 framework should hold a good level of literacy and numeracy and the ability to achieve these at Essential Skills level 2. Initial assessment can be used to identify additional support requirements.

In order to work in the bus and coach engineering and maintenance roles required by the level 3 apprenticeship, individuals should also have experience working in vehicle engineering and maintenance in a level 2 role. Although there is no minimum experience stipulated, it is recommended that this be a period of not less than 24 months.

Job title(s)	Job role(s)
Bus/Coach Mechanical Maintenance and Repair Technician	Diagnose and rectify bus/coach mechanical faults. Inspect condition and fitness of vehicle mechanical components; complete and/or recommend remedial action as required.

Qualifications

Competence qualifications available to this pathway

C1 – Level 3 NVQ Diploma in Bus and Coach Engineering and Maintenance (Mechanical)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0432/0	EDI	52	317	N/A
C1b	600/0427/7	IMIAL	52	314	N/A
C1c	600/9782/6	Pearson Education Ltd	52	317	N/A

Knowledge qualifications available to this pathway

K1 – Level 3 Diploma in Principles of Bus and Coach Engineering and Maintenance (Mechanical)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0543/9	IMIAL	37	312	X
K1b	600/0630/4	EDI	37	312	
K1c	600/9742/5	Pearson Education Ltd	37	312	

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Communication achievement above the minimum SASW requirement? YES ☐ NO ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Application of Number achievement above the minimum SASW requirement? YES ☐ NO ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** ☐ **NO** ☒

Progression routes into and from this pathway

Progression into pathway

Progression into this pathway could be directly from the Level 2 Foundation Apprenticeship in BACEM (Mechanical) pathway. Alternatively, individuals undertaking the Level 3 Apprenticeship should have experience of working in a vehicle maintenance and repair role at level 2, for example, Bus/Coach Mechanical Service Technician.

Progression from pathway

On completion of the Level 3 Apprenticeship in BACEM (Mechanical) pathway, successful apprentices may work as Bus/Coach Mechanical Maintenance and Repair Technician. Further progression routes include roles such as master technician or supervisory/management positions. Individuals may also choose to undertake higher level qualifications including level 4 qualifications in vehicle maintenance and repair, foundation degrees in motor vehicle or engineering. It is also possible for individuals to work towards membership of professional bodies through, for example, the irtec licence, which is supported by the Society of Engineers.

Further information on careers and progression can be found on the passenger transport careers website at www.careerthatmove.co.uk

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** ☒ **NO** ☐

Delivery and assessment

There are nine national outcomes/standards for ERR as set out in the SASW. The SASW specifies that the course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role played by their occupation within their organisation and industry;
- has an informed view of the types of career pathways that are open to them;
- knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities;
- knows where and how to get information and advice on their industry, occupation, training and career;
- can describe and work within their organisation's principles and codes of practice;
- recognises and can form a view on issues of public concern that affect their organisation and industry.

ERR is covered by completion of the Employment Rights and Responsibilities unit contained as an additional unit within the knowledge qualifications in the framework. For the Apprenticeship in BACEM (Mechanical) pathway the knowledge qualification is the Level 3 Diploma in Principles of Bus and Coach Engineering and Maintenance (Mechanical).

EVIDENCE OF ACHIEVEMENT OF ERR

ERR will be evidenced at certification by the achievement of the knowledge qualification, along with a completed and signed copy of the Universal Employee Rights and Responsibilities Form (ERR).

It is also a requirement, at certification, to submit a signed copy of an Apprenticeship Certificate Claim Form.

These forms can be downloaded at: www.acwcerts.co.uk/web/forms-documentation

Level 3, Pathway 2: Electrical

Description of this pathway

Bus and Coach Engineering and Maintenance (Electrical)

The total number of credits for this pathway is 87.

Entry requirements for this pathway in addition to the framework entry requirements

As well as satisfying the general entry requirements, individuals working towards the level 3 framework should hold a good level of literacy and numeracy and the ability to achieve these at Essential Skills level 2. Initial assessment can be used to identify additional support requirements.

In order to work in the bus and coach engineering and maintenance roles required by the level 3 apprenticeship, individuals should also have experience working in vehicle engineering and maintenance in a level 2 role. Although there is no minimum experience stipulated, it is recommended that this be a period of not less than 24 months.

Job title(s)	Job role(s)
Bus/Coach Electrical Maintenance and Repair Technician	Diagnose and rectify bus/coach electrical faults. Inspect condition and fitness of vehicle electrical / electronic components; complete/recommend remedial action as required.

Qualifications

Competence qualifications available to this pathway

C1 – Level 3 NVQ Diploma in Bus and Coach Engineering and Maintenance (Electrical)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0401/1	EDI	48	324	X
C1b	600/0322/4	IMIAL	48	309	
C1c	600/9583/0	Pearson Education Ltd	48	312	

Knowledge qualifications available to this pathway

K1 – Level 3 Certificate in Principles of Bus and Coach Engineering and Maintenance (Electrical)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0627/4	EDI	27	318	N/A
K1b	600/0542/7	IMIAL	27	224	N/A
K1c	600/9740/1	Pearson Education Ltd	27	224	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Communication achievement above the minimum SASW requirement? YES ☐ NO ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Application of Number achievement above the minimum SASW requirement? YES ☐ NO ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** ☐ **NO** ☒

Progression routes into and from this pathway

Progression into pathway

Progression into this pathway could be directly from the Level 2 Foundation Apprenticeship in BACEM (Electrical) pathway. Alternatively, individuals undertaking the Level 3 Apprenticeship should have experience of working in a vehicle maintenance and repair role at level 2, for example, Bus/Coach Electrical Service Technician.

Progression from pathway

On completion of the Level 3 Apprenticeship in BACEM (Electrical) pathway, successful apprentices may work as Bus/Coach Electrical Maintenance and Repair Technician. Further progression routes include roles such as master technician or supervisory/management positions. Individuals may also choose to undertake higher level qualifications including level 4 qualifications in vehicle maintenance and repair or foundation degrees in motor vehicle or engineering or work towards membership of professional bodies for example the irtec licence, which is supported by the Society of Engineers.

Further information on careers and progression can be found on the passenger transport careers website at www.careersthatmove.co.uk

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** ☒ **NO** ☐

Delivery and assessment

There are nine national outcomes/standards for ERR as set out in the SASW. The SASW specifies that the course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role played by their occupation within their organisation and industry;
- has an informed view of the types of career pathways that are open to them;
- knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities;
- knows where and how to get information and advice on their industry, occupation, training and career;
- can describe and work within their organisation's principles and codes of practice;
- recognises and can form a view on issues of public concern that affect their organisation and industry.

ERR is covered by completion of the Employment Rights and Responsibilities unit contained as an additional unit within the knowledge qualifications in the framework. For the Apprenticeship in BACEM (Electrical) pathway the knowledge qualification is the Level 3 Certificate in Principles of Bus and Coach Engineering and Maintenance (Electrical).

EVIDENCE OF ACHIEVEMENT OF ERR

ERR will be evidenced at certification by the achievement of the knowledge qualification, along with a completed and signed copy of the Universal Employee Rights and Responsibilities Form (ERR).

It is also a requirement, at certification, to submit a signed copy of an Apprenticeship Certificate Claim Form.

These forms can be downloaded at: www.acwcerts.co.uk/web/forms-documentation

Level 3, Pathway 3: Body

Description of this pathway

Bus and Coach Engineering and Maintenance (Body)

The total number of credits for this pathway is 119.

Entry requirements for this pathway in addition to the framework entry requirements

As well as satisfying the general entry requirements, individuals working towards the level 3 framework should hold a good level of literacy and numeracy and the ability to achieve these at Essential Skills level 2. Initial assessment can be used to identify additional support requirements.

In order to work in the bus and coach engineering and maintenance roles required by the level 3 apprenticeship, individuals should also have experience working in vehicle engineering and maintenance in a level 2 role. Although there is no minimum experience stipulated, it is recommended that this be a period of not less than 24 months.

Job title(s)	Job role(s)
Bus/Coach Body Builder and Repairer	Assess and repair structural and non-structural damage to bus/coach body work.

Qualifications

Competence qualifications available to this pathway

C1 – Level 3 NVQ Diploma in Bus and Coach Engineering and Maintenance (Body)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0431/9	EDI	57	353	X
C1b	600/0315/7	IMIAL	57	353	
C1c	600/9780/2	Pearson Education Ltd	57	353	

Knowledge qualifications available to this pathway

K1 – Level 3 Diploma in Principles of Bus and Coach Engineering and Maintenance (Body)^x

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0628/6	EDI	50	390	N/A
K1b	600/0809/X	IMIAL	50	390	N/A
K1c	600/9739/5	Pearson Education Ltd	50	390	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Communication achievement above the minimum SASW requirement? YES ☐ NO ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Application of Number achievement above the minimum SASW requirement? YES ☐ NO ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** ☐ **NO** ☒

Progression routes into and from this pathway

Progression into pathway

Progression into this pathway could be directly from the Level 2 Foundation Apprenticeship in BACEM (Body) pathway. Alternatively, individuals undertaking the Level 3 Apprenticeship should have experience of working in a vehicle maintenance and repair role at level 2, for example, Bus/Coach Body Repairer.

Progression from pathway

On completion of the Level 3 Apprenticeship in BACEM (Body) pathway, successful apprentices may work as Bus/Coach Body Builder and Repairer. Further progression routes include roles such as master technician or supervisory/management positions. Individuals may also choose to undertake higher level qualifications including level 4 qualifications in vehicle welding and joining operations, or foundation degrees in engineering or work towards membership of professional bodies for example the irtec licence, which is supported by the Society of Engineers.

Further information on careers and progression can be found on the passenger transport careers website at www.careersthatchmove.co.uk

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** ☒ **NO** ☐

Delivery and assessment

There are nine national outcomes/standards for ERR as set out in the SASW. The SASW specifies that the course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme;
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role played by their occupation within their organisation and industry;
- has an informed view of the types of career pathways that are open to them;
- knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities;
- knows where and how to get information and advice on their industry, occupation, training and career;
- can describe and work within their organisation's principles and codes of practice;
- recognises and can form a view on issues of public concern that affect their organisation and industry.

ERR is covered by completion of the Employment Rights and Responsibilities unit contained as an additional unit within the knowledge qualifications in the framework. For the Apprenticeship in BACEM (Body) pathway the knowledge qualification is the Level 3 Diploma in Principles of Bus and Coach Engineering and Maintenance (Body).

EVIDENCE OF ACHIEVEMENT OF ERR

ERR will be evidenced at certification by the achievement of the knowledge qualification, along with a completed and signed copy of the Universal Employee Rights and Responsibilities Form (ERR).

It is also a requirement, at certification, to submit a signed copy of an Apprenticeship Certificate Claim Form.

These forms can be downloaded at: www.acwcerts.co.uk/web/forms-documentation

Level 3, Pathway 4: Mechanical and Electrical

Description of this pathway

Bus and Coach Engineering and Maintenance (Mechanical and Electrical)

The total number of credits for this pathway is 124.

Entry requirements for this pathway in addition to the framework entry requirements

As well as satisfying the general entry requirements, individuals working towards the level 3 framework should hold a good level of literacy and numeracy and the ability to achieve these at Essential Skills level 2. Initial assessment can be used to identify additional support requirements.

In order to work in the bus and coach engineering and maintenance roles required by the level 3 apprenticeship, individuals should also have experience working in vehicle engineering and maintenance in a level 2 role. Although there is no minimum experience stipulated, it is recommended that this be a period of not less than 24 months.

Job title(s)	Job role(s)
Bus/Coach Diagnostic Technician	Diagnose and rectify bus/coach mechanical and electrical faults. Inspect condition and fitness of whole vehicle and recommend remedial action as required.

Qualifications

Competence qualifications available to this pathway

C1 – Level 3 NVQ Diploma in Bus and Coach Engineering and Maintenance (Mechelec)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/0323/6	IMIAL	70	427	N/A
C1b	600/0433/2	EDI	70	430	N/A
C1c	600/9584/2	Pearson Education Ltd	70	430	N/A

Knowledge qualifications available to this pathway

K1 – Level 3 Diploma in Principles of Bus and Coach Engineering and Maintenance (Mechanical / Electrical)

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/0541/5	IMIAL	42	356	N/A
K1b	600/0629/8	EDI	42	356	N/A
K1c	600/9741/3	Pearson Education Ltd	42	356	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

K1 provides the underpinning knowledge and understanding for C1.

Essential Skills

An apprenticeship framework must specify as a Welsh certificate requirement the expected achievement levels of Essential Skills in Communication and the Application of Number.

Where Essential Skills qualifications are specified in an apprenticeship framework, the apprenticeship framework must specify the acceptance of a recognised proxy qualification for Communication and Application of Number.

Communication

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Communication achievement above the minimum SASW requirement? YES ☐ NO ☒

If YES, please state the grade/level required for English and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Application of Number

For the current list of acceptable proxy qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASW](#) on the [gov.wales](#) website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACW](#) website.

Does this framework require Application of Number achievement above the minimum SASW requirement? YES ☐ NO ☒

If YES, please state the grade/level required for Maths and give a brief **REASON** as to why this is required:

Enter alternative grade/level requirements and reasons here.

Inclusion of Digital Literacy (ICT)

Digital Literacy (ICT) is an **optional** framework requirement.

Is Digital Literacy a requirement in this framework? **YES** ☐ **NO** ☒

Progression routes into and from this pathway

Progression into pathway

Progression into this pathway could be directly from the Level 2 Foundation Apprenticeship in BACEM (Mechanical) or (Electrical) pathways or other related vocational qualifications. Alternatively, individuals undertaking the Level 3 Apprenticeship should have experience of working in a vehicle maintenance and repair role at level 2, for example, Bus/Coach Mechanical or Electrical Service Technician.

Progression from pathway

On completion of the Level 3 Apprenticeship in BACEM (Mechanical and Electrical) pathway, successful apprentices may work as Bus/Coach Diagnostic Technician. Further progression routes include roles such as master technician or supervisory/management positions. Individuals may also choose to undertake higher level qualifications including level 4 qualifications in vehicle maintenance and repair, foundation degrees in motor vehicle or engineering or, work towards membership of professional bodies for example the irtec licence, which is supported by the Society of Engineers.

Further information on careers and progression can be found at: www.careersthatchange.co.uk

UCAS points for this pathway:

(no information)

Employee rights and responsibilities

Please note that for Apprenticeship starts from 14/10/2016 onwards ERR is no longer a **mandatory** requirement in all frameworks.

However, it may still be included in some frameworks and where it is not explicitly stated that ERR is not a requirement then confirmation of an Apprentice's ERR achievement will still remain a requirement for Apprenticeship certification purposes.

Is ERR a requirement for this framework? **YES** ☒ **NO** ☐

Delivery and assessment

There are nine national outcomes/standards for ERR as set out in the SASW. The SASW specifies that the course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law and that employment rights can be affected by other legislation as well. This should cover the apprentice's rights and responsibilities under the Disability Discrimination Act, other relevant equalities legislation and Health & Safety, together with the responsibilities and duties of employers;
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity
- training must be an integral part of the apprentice's learning programme; knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme;
- understands the role played by their occupation within their
- organisation and industry; has an informed view of the types of career pathways that are open to them;
- knows the types of representative bodies and understands their relevance to their industry and organisation, and their main roles and responsibilities;
- knows where and how to get information and advice on their industry, occupation, training and career;
- can describe and work within their organisation's principles and codes of practice; recognises and can form a view on issues of public concern that affect their organisation and industry.

ERR is covered by completion of the Employment Rights and Responsibilities unit contained as an additional unit within the knowledge qualifications in the framework. For the Apprenticeship in BACEM (Mechanical and Electrical) pathway the knowledge qualification is the Level 3 Diploma in Principles of Bus and Coach Engineering and Maintenance (Mechanical / Electrical).

EVIDENCE OF ACHIEVEMENT OF ERR

ERR will be evidenced at certification by the achievement of the knowledge qualification, along with a completed and signed copy of the Universal Employee Rights and Responsibilities Form (ERR).

It is also a requirement, at certification, to submit a signed copy of an Apprenticeship Certificate Claim Form.

These forms can be downloaded at: [www.acwcerts.co.uk/web/forms - documentation](http://www.acwcerts.co.uk/web/forms-documentation)

How equality and diversity will be met

The GoSkills Employers Survey 2009 showed that the Bus and Coach industry workforce is predominantly male, with just 30% of the workforce represented by females. A key barrier to entry into the industry for women is the perception that the role of the bus or coach engineer is only suitable for men. In reality there is no reason why women cannot work as engineers and the introduction of more part-time/flexible working should help make the industry more attractive to women. A range of other approaches can also contribute to removing this barrier, some of which have arisen from the Diversity Solutions Project, supported by GoSkills, where employers have developed effective ways of promoting recruitment and retention of women workers in passenger transport.

These include:

- Advertising vacancies in the womens' supplement of the local paper and including a testimonial from a recent female recruit in the advertisement
- Advertising vacancies on radio using a female voice
- Attending jobs fairs with female members of staff
- Creating a 'Try out Day' for potential recruits
- Holding an annual open day
- Improving the organisation's website to include more current female staff testimonials.

Apprenticeships are seen as a vital route to encourage, and facilitate, a greater diversity of individuals into the industry, therefore entry conditions to this framework are flexible. Training providers and employers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the Industry, using the 8 protected characteristics of:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity

6. Race
7. Religion or Belief
8. Sex or sexual orientation |

On and off the job training

Summary of on- and off-the-job training

The total on and off the job training for each pathway is as follows:

LEVEL 2 FOUNDATION APPRENTICESHIP

- Mechanical pathway total on and off the job is 734 GLH
- Electrical pathway total on and off the job is 528 GLH
- Body pathway total on and off the job is 606 GLH

LEVEL 3 APPRENTICESHIP

- Mechanical pathway total on and off the job is 746 GLH
- Electrical pathway total on and off the job is 653 GLH
- Body pathway total on and off the job is 863 GLH
- Mechanical/Electrical total on and off the job is 903 GLH

Off-the-job training

Off the job training is defined as time for learning activities away from normal work duties. For the pathways within this framework the amount of off the job training will vary depending on the choice of optional units. The minimum off the job requirements are as follows:

LEVEL 2 FOUNDATION APPRENTICESHIP

- Mechanical pathway minimum off the job is 449 GLH
- Electrical pathway minimum off the job is 290 GLH
- Body pathway minimum off the job is 346 GLH

LEVEL 3 APPRENTICESHIP

- Mechanical pathway total off the job is 432 GLH
- Electrical pathway total off the job is 344 GLH
- Body pathway total off the job is 510 GLH
- Mechanical/Electrical total off the job is 476 GLH

How this requirement will be met

Training hours delivered under an apprenticeship agreement may vary depending on the previous experience and attainment of the apprentice. The amount of off-the-job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of off-the-job hours for this framework can be verified for apprenticeship certification.

Previous attainment

Where a learner enters an apprenticeship agreement having previously attained parts or all of the relevant qualifications, this prior learning needs to be recognised using either QCF credit transfer for

achievements within the QCF. For apprentices who have already achieved the relevant qualifications, they must have been certificated within 5 years of applying for the Foundation Apprenticeship Certificate.

Previous experience

Where a learner enters an apprenticeship agreement with previous work-related experience, this prior learning needs to be recognised [see QCF Guidance on Claiming Credit for further details]. To count towards apprenticeship certification, previous experience must be recorded using the appropriate Awarding Organisation's QCF 'Recognition of Prior Learning' procedures and the hours recorded may then count towards the off the job hours required to complete the apprenticeship.

For apprentices with prior uncertificated learning experience, the off the job learning must have been acquired within 5 years of application for the Foundation Apprenticeship Certificate or have been continuously employed in the relevant job role in the industry for 24 months duration for the level 2 Foundation Apprenticeship or for 32 months duration for the level 3 Apprenticeship

Off the job training needs to:

- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager;
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager;
- be delivered during contracted working hours;
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching; mentoring, feedback and assessment;
- collaborative/networked learning with peers, guided study and induction.

Off the job training must be formally recorded, either in a diary, workbook, portfolio, or be verified by attendance records. This evidence needs to be checked and signed by the assessor and employer. |

On-the-job training

|LEVEL 2 FOUNDATION APPRENTICESHIP

- Mechanical pathway total on the job is 285 GLH
- Electrical pathway total on the job is 238 GLH
- Body pathway total on the job is 260 GLH

LEVEL 3 APPRENTICESHIP

- Mechanical pathway total on the job is 314 GLH
- Electrical pathway total on the job is 309 GLH
- Body pathway total on the job is 353 GLH
- Mechanical/Electrical total on the job is 427 GLH

How this requirement will be met

These hours may vary depending on previous experience and attainment of the apprentice.

Where a learner enters an apprenticeship agreement having previously attained or acquired the appropriate competencies or knowledge, this prior learning needs to be recognised and documented using the relevant QCF credit transfer, QCF exemption or Recognition of Prior Learning (RPL) procedures (as off-the-job above). The amount of on-the-job training required to complete the apprenticeship under the apprenticeship agreement may then be reduced accordingly, provided the total number of on-the-job hours for this framework can be verified for apprenticeship certification.

Apprentices who commence training under a new apprenticeship agreement with a new employer may bring a range of prior experience with them. When an apprentice can claim towards the on-the-job framework total through prior learning acquired from previous full-time education, employment or other vocational programmes, then the apprentice's learning programme should include 'customisation'. Training providers are encouraged to identify additional on-the-job training programmes that customise the learning to the new workplace. Customisation programmes may include selecting appropriate additional Unit(s) from QCF qualifications, or relevant units recognised as Quality Assured Lifelong Learning [QALL] through a CQFW recognised body, or follow Essential Skills at a level higher than that specified in the framework, include one or more Wider Key Skills or other competency-based qualifications/units relevant to the workplace.

For apprentices who have already achieved the relevant qualifications, they must have been certificated within 5 years from the date of application for the Foundation Apprenticeship Certificate/Apprenticeship Certificate or have been continuously employed in the industry for 24 months for the Foundation Apprenticeship and 32 months for the Apprenticeship.

Job roles within Bus and Coach Engineering and Maintenance require a thorough level of technical competence and knowledge, which will be undertaken through work-based training, practice and experience.

On-the-job learning must be formally recorded, either in a diary, workbook, portfolio, or be verified by attendance records. This evidence needs to be checked and signed by the appropriate individual who can be satisfied that the records are accurate and valid e.g. the assessor, employer, mentor, training provider or other. These records of hours may need to be submitted to the Certifying Authority when applying for an apprenticeship completion certificate. |

Wider key skills assessment and recognition

While Wider Key Skills are not a **mandatory** part of the framework, training providers are encouraged to provide apprentices the opportunity to achieve them.

For this framework, there are natural opportunities for Wider Key Skills to be embedded within the mandatory units of the following qualifications:

[Enter Qualification Names]

Improving own learning and performance

[The Wider Key Skill for Improving own Learning and Performance is not specifically included in the framework however it is considered that the requirements of this wider key skill are, in general, covered by the qualifications within the framework.]

Working with others

[The Wider Key Skill for Working With Others is not specifically included in the framework however it is considered that the requirements of this wider key skill are, in general, covered by the qualifications within the framework.]

Problem solving

[The Wider Key Skill for Problem Solving is not specifically included in the framework however it is considered that the requirements of this wider key skill are, in general, covered by the qualifications within the framework.]

apprenticeship FRAMEWORK

For more information visit-
www.acwcerts.co.uk/framework_library