Qualification Specification:

OCN NI Level 5 Diploma in Automotive Management

- **Qualification No: 610/6489/0**

Version: 1.0

1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of Issue
Specification	Newly developed qualification	V1.0– June 2025

2. Contents

3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

OCN NI Contact Details

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4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 5 Diploma in Automotive Management.**

This specification will provide guidelines for centres to ensure the effective and correct delivery of this qualification. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the OCN NI Level 5 Diploma in Automotive Management.

- **Qualification Features**: this includes the key characteristics and features of this qualification, such as its intended audience, purpose, and credit value.

- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess this qualification. These include guidelines on staff qualifications, resources, and required procedures.

- **Structure and Content:** this details the structure and content of the qualification including units, and any specific content that learners will be required to study.

- **Assessment Requirements:** this details assessment criteria and assessment methods for this qualification, ensuring that summative assessment approaches are clear.

- **Quality Assurance:** the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering this qualification must adhere to are detailed.

- **Administration:** guidance on the administrative aspects of delivering this qualification, including registration, certification and record-keeping.

- Reference to other handbooks and policies as appropriate to the qualifications.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1   Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Learner Assessment Booklets**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.

- **Specimen Assessment Materials**: These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.

- **Qualification Support Pack**: A support pack has been developed to support centres in the delivery of this qualification. The pack includes planning and assessment templates, guides to best practice, etc.

- **Professional Development for Educators**: OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk

- **OCN NI Subject Advisors**: Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of this qualification by contacting their designated Business Development Advisor or by contacting us on Contact Us | OCN NI

5. About this Qualification

5.1 Qualification Regulation Information

OCN NI Level 5 Diploma in Automotive Management

Qualification Number: 610/6489/0

Operational start date: 01/10/2025
Review date: 30/09/2030

The qualification's operational start and end dates define the regulated qualification's lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualification and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at Ofqual Register. This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk .

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for this qualification is:

Subject Area: 15.3 Business Management

This qualification is mapped to National Occupational Standards (NOS) below where appropriate.

NOS:

IMIVF62 – Plan, monitor and adjust staffing levels and schedules in the automotive retail environment
IMICA03 – Maintain working relationships in the motor vehicle environment
IMICA08 – Identify and agree the motor vehicle customer needs

INSBE019 – Identify and secure the required skills for your business enterprise

CFABD3 – Plan the direction of our business
INSBE021 – Monitor staff performance in your business
INSBE022 – Develop employees for your business
INSBE030 – Keep up to date with relevant legislation for your business
CFABAB152L – Administer the recruitment and selection process LEGACY

CFACSB15 – Build and maintain customer relations
INSCS002 – Manage communications in a customer service environment
INSCS005 – Maintain a healthy and safe environment for customers and colleagues
IMIVF62 – Plan, monitor and adjust staffing levels and schedules in the automotive retail environment

INSBE003 – Evaluate and improve the quality of your products and services
INSBE017 – Win and retain customers for your business
INSCS008 – Provide customer focused service
INSCS016 – Deliver customer service to challenging customers
INSCS028 – Handle customer complaints
INSCS043 – Manage customer service
IMICA08 – Identify and agree the motor vehicle customer needs

INSBA013 – Design and produce documents
INSBA014 – Communicate in a business environment
INSBA015 – Develop and deliver a presentation
INSBA020 – Support and maintain information systems

INSBE051 – Manage time in your business
INBSE052 – Delegate work in your business
INSML001 – Manage yourself to achieve your work and personal objectives
INSML002 – Develop your knowledge, skills and competence to meet the requirements of your work
INSML005 – Provide leadership to your team
INSML007 – Develop your organisation's vision, strategies and business plans
INSBA014 – Communicate in a business environment

INSBA021 – Carry out and analyse research
INSML046 – Develop and implement marketing plans
INSML049 – Sell products and services

INSBE030 – Keep up to date with relevant legislation for your business
FSPCOMP1 – Identify the requirements of legislation and regulations for the business conducted by your organisation
INSRMA002 – Develop risk management policies and procedures
INSCS005 – Maintain a healthy and safe environment for customers and colleagues

CFAMN£ - Maintain financial records for your business
INSBE031 - Identify your business financial requirements
INSBE032 – Set and monitor financial targets for your business
INSBE034 – Manage cash flow in your business

CFAMN£ - Maintain financial records for your business
INSML036 – Manage financial resources
INSBE032 – Set and monitor financial targets for your business

SFJPSG4.1.2 - Allocate and monitor the progress and quality of work in your area of responsibility
INSML020 – Recruit, induct and retain employees into their roles

INSML024 – Build teams and allocate work to team members
INSML025 – Manage and quality assure work in your team

INSBE019 - Identify and secure the required skills for your business enterprise
INSBE021 – Monitor staff performance in your business
INSBE022 – Develop employees for your business
INSML031 – Develop and sustain working relationships with colleagues and stakeholders
INSML033 – Manage conflicts in the work environment
IMICA03 – Maintain working relationships in the motor vehicle environment

INSML037 – Manage budgets
INSML036 – Manage financial resources
INSBE032 – Set and monitor financial targets for your business

5.3 Grading

Grading for this qualification is pass/fail.

5.4 Qualification's Aim and Objectives

Qualification's Aim

The aim of the OCN NI Level 5 Diploma in Automotive Management is to provide individuals with the knowledge and skills to confidently lead and manage operations within the automotive industry.

Qualification's Objectives

The objectives of the OCN NI Level 5 Diploma in Automotive Management is to develop an understanding of:

- Recruitment, Selection and Reward
- Managing Automotive Workshops
- Work Quality and Customer Service in Automotive Retail Operations
- Information technology for Automotive Retail Operations
- Effective Leadership and Management in an Automotive Business
- Marketing the retail automotive business
- Compliance within the Automotive Retail Business
- Business Planning in the Automotive Retail Business
- Automotive Retail Business Finance
- Managing Automotive Staff Performance and Development
- Managing People in Automotive Operations
- Planning and Budgeting in Automotive Operations

5.5 Target Learners

The OCN NI Level 5 Diploma Automotive Management is targeted at individuals who wish to upskill in sector specific leadership and management practices who have experience in the automotive industry.

5.6 Entry Requirements

There are no formal entry requirements for this qualification. Learners should be at least 18 years of age.

5.7 Progression

The OCN NI Level 5 Diploma in Automotive Management allows for progression into higher level qualifications in the areas of business management and/or into employment.

5.8 Delivery Language

This qualification is exclusively available in English. If there is a desire to offer this qualification in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver this qualification prior to the commencement of delivery.

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualifications
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for this qualification it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer this qualification centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurance (IQA)

*Note: An individual cannot serve as an IQA for their own assessments.

6.4   Tutor Requirements

Tutors responsible for delivering this qualification are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. They should also have a minimum of one year's relevant experience in this area. This competence should enable them to effectively impart knowledge and practical skills to learners.

- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5   Assessor Requirements

The assessment of this qualification takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.

- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.

- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.

- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualifications.

The Internal Quality Assurer for this qualification must meet the following criteria:

- **IQA Expertise:** IQA should have direct or related experience in the field of internal assurance and have at least one year's occupational experience in the areas they are internally quality assuring. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **IQA Qualification:** IQA should hold or be currently undertaking a recognised IQA qualification or must have attended the OCN NI IQA Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQAs are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The **OCN NI Level 5 Diploma in Automotive Management** is designed to equip learners with advanced knowledge and strategic insight into the operational and leadership aspects of the automotive industry. Through unitised learning and a pass/fail grading structure, learners are expected to demonstrate a comprehensive understanding and high level of proficiency in core topics critical to automotive business operations.

This qualification is aimed at those seeking to develop or enhance their managerial capabilities within automotive environments, including dealerships, garages, fleet management firms, and manufacturing settings. It supports progression into senior roles or further study in business management or automotive engineering.

7.2 Qualification Level

In the context of the OCN NI Level 5 Diploma in Automotive Management it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. This qualification aligns with Level 5, which signifies an advanced level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 5 Diploma in Automotive Management	
Total Qualification Time (TQT):	390 hours
Total Credits Required:	39 credits
Guided Learning Hours (GLH):	234 hours

7.4 How to Achieve this Qualification

To achieve the **OCN NI Level 5 Diploma in Automotive Management** learners must complete a minimum of 8 units for a minimum of 39 credits.

8. Assessment Structure

This qualification is assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1   Assessment Guidance: Portfolio

The portfolio for this qualification is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required. Explanations of command words/verbs used in the assessment criteria can be found in Appendix 1 of this document.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

8.2   Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification are Level 5.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This includes possible teaching content.

9. Qualification Summary by Unit

OCN NI Level 5 Diploma in Automotive Management
In order to achieve the OCN NI Level 5 Diploma in Automotive Management the learner must successfully complete a minimum of 8 units for a minimum of 39 credits.

Minimum Total Qualification Time (TQT) for this qualification: 390 hours
Minimum Guided Learning Hours (GLH) for this qualification: 234 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
T/651/7764	CBG823	Recruitment, Selection and Reward in Automotive Operations	5	30	Five
Y/651/7765	CBG824	Managing Automotive Workshops	5	30	Five
A/651/7766	CBG825	Work Quality and Customer Service in Automotive Retail Operations	5	30	Five
D/651/7767	CBG826	IT for Automotive Retail Operations	4	24	Five
F/651/7768	CBG827	Effective Leadership and Management in an Automotive Business	6	36	Five
H/651/7769	CBG828	Marketing the Retail Automotive Business	5	30	Five
L/651/7770	CBG829	Compliance within the Automotive Retail Business	6	36	Five
M/651/7771	CBG830	Business Planning in the Automotive Retail Business	6	30	Five
R/651/7772	CBG831	Automotive Retail Business Finance	6	36	Five
T/651/7773	CBG832	Managing Automotive Staff Performance and Development	5	30	Five
Y/651/7774	CBG833	Managing People in Automotive Operations	5	30	Five
A/651/7775	CBG834	Planning and Budgeting in Automotive Operations	5	30	Five

10. Unit Content

10.1 Recruitment, Selection and Reward in Automotive Operations

Title	Recruitment, Selection and Reward in Automotive Operations
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG823
Unit Reference No	T/651/7764
Learn Direct Code	AB1

Unit purpose and aim(s): This unit will enable the learner to conduct effective recruitment of staff and develop appropriate reward packages within automotive operations.

Learning Outcomes	Assessment Criteria
1. Be able to conduct a workforce review and develop a workforce plan.	1.1. Categorise the different staff roles within an automotive business in terms of required: a) skills b) experience c) qualifications d) personal attributes 1.2. Conduct a workforce review and workforce plan for area of own responsibility.
2. Be able to evaluate knowledge and ability of staff within automotive retail and service operations.	2.1. Explain the different methods used in the recruitment process to determine a candidate's skills and knowledge. 2.2. Summarise the process for delivering skills and knowledge tests and evaluation of test results. 2.3. Carry out an evaluation of skills and knowledge of staff within own area of responsibility, identifying areas for improvement and developing proposals of how they may be addressed. 2.4. Present findings of evaluation carried out in AC 2.3, including proposals developed.
3. Understand the impact of employment and equality legislation on recruitment and selection procedures.	3.1. Research current employment and equality legislation in own region. 3.2. Explain using examples how the legislation researched in AC 3.1 may impact on organisation's recruitment and selection procedures.
4. Understand organisational recruitment and selection policy and procedures.	4.1. Summarise the key aspects of own organisation's recruitment and selection policy and procedures, including stages of the recruitment and selection process and documentation used.
5. Be able to conduct an effective candidate selection and interview process.	5.1. Demonstrate how to effectively: a) shortlist candidates fairly and consistently b) interview candidates using appropriate questioning and listening techniques c) keep accurate and comprehensive interview notes d) use an interview scoring scale appropriately

6. Be able to prepare remuneration packages for staff within automotive retail operations.	6.1. Explain how to develop a remuneration package for staff working within the automotive retail operations.
	6.2. Prepare an appropriate remuneration package for a given staff member.

Assessment Guidance
NOS
INSBE019 – Identify and secure the required skills for your business enterprise
CFABD3 – Plan the direction of our business
INSBE021 – Monitor staff performance in your business
INSBE022 – Develop employees for your business
INSBE030 – Keep up to date with relevant legislation for your business
CFABAB152L – Administer the recruitment and selection process LEGACY

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Recruitment, Selection and Reward in Automotive Operations
1. Be able to conduct a workforce review and develop a workforce plan.	**Scope** **Teaching will cover:** The meaning of a workforce review and planning in the automotive retail and service sector. Factors that need to be considered when conducting a workforce review to include and cover: a) number of staff b) skills c) qualifications d) experience e) roles f) timing g) cost Identify roles within the automotive retail & service sector to include and cover: a) senior management b) middle management c) service/customer advisors d) sales/parts advisors e) reception f) technicians g) apprentices h) any other roles that are relevant to the automotive retail & service sector Personal skills required to fulfil roles within the automotive retail & service sector to include and cover: a) communication skills b) listening skills c) organisational skills d) problem solving e) practical skills f) ability to adapt to change g) ability to manage challenging situations h) ability to develop skills i) any other skill that is relevant to the automotive retail and service sector The Importance of preparing for recruitment in the automotive retail and service sector. How to correctly conduct a workforce review and plan within the automotive retail and service sector.
2. Be able to evaluate knowledge and ability of staff within automotive retail and service operations.	**Scope** **Teaching will cover:** Reasons why an organisation may be recruiting staff to include and cover: a) expansion b) staff retiring c) staff leaving to work elsewhere d) staff out on sick leave e) staff out on maternity/paternity leave

How to authenticate and verify potential candidate's qualifications and experience.

Importance of reviewing original qualification documents and certificates.

Different methods used to determine candidate skill and knowledge level to include and cover:
- a) practical assessment
- b) aptitude test
- c) questioning
- d) role play
- e) use of references
- f) any other assessment method relevant to the role to be filled

Methods used to deliver skills and knowledge tests to include and cover:
- a) written assessments
- b) on-line assessment
- c) practical observations in a workshop environment
- d) oral questioning
- e) use of others for role play

Importance of evaluating test/assessment results to determine candidate's suitability for the role.

Importance of presenting test/assessment results to candidate so they can see where they were successful, or areas for improvement if they fail to meet the required standard set out for the job role.

| 3. | Be able to conduct a recruitment process. | **Scope**

Teaching will cover:

The different key stages in the recruitment and selection processes of new staff in an organisation to include and cover:
a) establishing the need for a new position within the organisation
b) establishing and defining the specifications for the position
c) preparation of the job profile
d) preparation and defining the potential candidate profile
e) candidate interview
f) candidate selection

Establishing the need for a new position within the organisation to include and cover:
a) review current work and role requirements currently in place
b) establish if there is a gap between resources that are currently available, and the workload placed on staff
c) establishing the gap between currant skills and work to be completed
d) if a position needs created/filled, prepare selection criteria for potential candidates to meet the job specification

Establishing and defining the specifications for the position to include and cover:
a) the job role title
b) the basis of the position
c) the position of the job role within the structure of the organisation
d) the tasks the candidate is expected to undertake
e) the level of authority and responsibility that comes with the job role
f) lines of communication for the candidate |

		Preparation of the job profile to include and cover:
		  a) factors that determine the recruitment of internal or external candidates
		  b) job profile to cover function and purpose
		  c) use of a job profile in the recruitment process
		  d) creation of job description from a job profile
		
		Preparation and defining the potential candidate profile to include and cover:
		  a) the purpose and function of a candidate profile
		  b) correct presentation of a candidate profile
		  c) use of a candidate profile in the recruitment of potential candidates
		
		Candidate interview to include and cover:
		  a) methods used to advertise positions to potential candidates
		  b) methods used to attract the correct candidate
		  c) reviewing candidates curriculum vitae to establish if qualifications/experience meet job role and criteria
		  d) methods used to select candidates for interview
		  e) methods used to interview potential candidates
		  f) methods used to communicate interview stage progress to candidates
		  g) importance of having an appropriate interview setting
		  h) establishing who should be present at each interview stage
		
		Interviewing techniques to include and cover:
		  a) methods used to put the candidate at ease and feel relaxed
		  b) the importance of standardised interview techniques
		  c) making sure the potential candidate understands the job role and its responsibilities
		  d) correct evaluation and recording of information provided by the potential candidate
		  e) different questioning techniques used by the interview panel
		  f) giving the potential candidate the opportunity to clarify any information or points they have made
		  g) the importance of the interview panel to listen and record what the candidate is saying or demonstrating throughout the interview
		  h) methods used to determine a candidate's knowledge of the organisation, their interests and attitudes
		  i) methods used to determine if the successful candidate meets the job role and criteria
		  j) correct retention of interview material and documents in line with GDPR regulations
		  k) correct methods used to inform successful and unsuccessful candidates

4.	Understand employment law relating to recruitment and selection within automotive retail operations.	**Scope**
		
		Teaching will cover:
		
		The importance of all employers adhering to current employment laws when recruiting and selecting staff to work in the automotive retail and service sector.
		
		Employment laws to include and cover:
		  a) The Employment Act (Northern Ireland) 2016
		  b) The Data Protection Act (2018)
		  c) Disability Discrimination Act 1995
		  d) The National Minimum Wage Act 1998
		  e) The Trade Union and Labour Relations (Northern Ireland) Order 1995

		f) any other law or regulation relating to the selection and recruitment of staff within the motor industry How different employment laws have an impact on staff selection and recruitment within the motor vehicle industry. The strengths and weaknesses of current staff recruitment processes within the motor vehicle industry.

5.	Be able to prepare remuneration packages for staff within automotive retail operations.	**Scope**
		
		Teaching will cover:
		
		How to prepare renumeration packages for staff employed in the automotive retail & service sector.
		
		Reasons for developing a renumeration strategy to include and cover:
		    a) it attracts and retains skilled staff
		    b) it promotes and rewards the correct behaviours within the organisation
		    c) it ensures that renumeration is fair for employees within the organisation
		    d) it motivates staff to increase productivity and improve performance
		    e) management has control over staff renumeration costs
		    f) it ensures all employment laws and regulations are adhered to
		
		How to determine appropriate renumeration packages based on:
		    a) age
		    b) qualifications
		    c) skills
		    d) levels of responsibility
		    e) size of organisation
		    f) ability to adopt flexible working hours
		    g) type of tasks you are expected to undertake
		    h) location of organisation
		    i) changes to government policy, e.g. minimum wage

10.2   Managing Automotive Workshops

Title	Managing Automotive Workshops
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG824
Unit Reference No	Y/651/7765
Learn Direct Code	AB1

Unit purpose and aim(s): This unit will enable the learner to understand how to manage an automotive workshop.

Learning Outcomes	Assessment Criteria
1. Be able to plan workshop operations.	1.1. Explain the operational functions of an automotive workshop including: a) workshop layout b) tools and equipment c) administration d) staffing 1.2. Explain the individual and overall operating costs associated with running an automotive workshop. 1.3. Plan workshop operations including key performance indicators and benchmarks to enhance the efficiency of the following: a) allocation of jobs and tasks b) minimisation of waste c) productivity d) utilisation of space and resources e) quality of workmanship
2. Be able to use automotive workshop performance data.	2.1. Explain how the key performance indicators and benchmarks identified in AC 1.3 can be used to inform the management of a workshop including monitoring of profit, cost and productivity. 2.2. Explain the financial reports used to monitor the effective performance of an automotive workshop. 2.3. Evaluate the performance of a given automotive workshop using appropriate data.
3. Understand different types of automotive service to customers.	3.1. Explain what is meant by internal and external customers. 3.2. Classify the different types of automotive workshop customers including the impact each has on workshop operations.
4. Be able to control quality of work, customer experience and retention.	4.1. Critically evaluate the impact of workshop operations on customer satisfaction and retention. 4.2. Explain how the overall customer experience and retention may be enhanced including: a) staff customer care b) customer amenities c) customer communication d) after-sales service and offers 4.3. Explain the role of quality control in enhancing customer experience and retention how this may be implemented.

	4.4. Develop and implement a quality control system in an automotive workshop.

Assessment Guidance
NOS
CFACSB15 – Build and maintain customer relations
INSCS002 – Manage communications in a customer service environment
INSCS005 – Maintain a healthy and safe environment for customers and colleagues
IMIVF62 – Plan, monitor and adjust staffing levels and schedules in the automotive retail environment

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Managing Automotive Workshops

1. Be able to plan workshop operations.	**Scope**
	
	Teaching will cover:
	
	The function of an automotive workshop to include and cover:
	   a) repair and maintain motor vehicles
	   b) carry out valet activities
	   c) provide training for new and existing staff
	
	Factors that need consideration in relation to an automotive workshop to include and cover:
	   a) size (number of bays)
	   b) tools and equipment required
	   c) access to replacement parts
	   d) number of technicians/apprentices
	   e) vehicle parking
	   f) available utilities
	
	Factors that need consideration in relation to the tools and equipment required in a modern automotive workshop to include and cover:
	   a) the type of work being undertaken by the workshop
	   b) size of the workshop
	   c) secure and safe storage for tools/equipment
	   d) availability of tools and equipment
	   e) servicing and maintenance of tools and equipment
	
	Factors that need consideration in relation to the administration and staffing of an automotive workshop to include and cover:
	   a) booking customer vehicles for maintenance/repair
	   b) completion and storage of maintenance/repair records
	   c) ordering parts for maintenance/repair
	   d) communication between customers and technicians
	   e) size of the workshop
	   f) methods of communication to customers
	
	The operating costs associated with running an automotive workshop to include and cover:
	   a) staff salaries
	   b) cost of tools and equipment
	   c) overheads such as insurance, etc.
	   d) marketing/advertising
	   e) waste disposal
	   f) cost of utilities
	   g) cost of consumables
	   h) maintaining/servicing tools and equipment
	
	How to use key performance indicators (KPIs) to enhance productivity and efficiency in an automotive workshop to include and cover:
	   a) the allocation of jobs and tasks to the correct staff
	   b) minimise the amount of waste created
	   c) correct and efficient utilisation of space/resources
	   d) achieving high productivity from staff
	   e) the quality of the work being carried out by staff

2. Be able to use automotive workshop performance data.	**Scope** **Teaching will cover:**

How KPIs can be used to inform company management information and data relating to workshop finance to include and cover:

a) utilisation rate
b) effective labour rate
c) efficiency rate
d) hours per repair
e) revenue per technician
f) gross margin
g) net profit margin
h) cash flow

The fundamentals of a cost effective and efficient automotive workshop to include and cover:

a) the efficiency and productivity of an automotive workshop
b) costs and profit
c) methods used to control and maintain profit
d) how to control work in progress
e) labour, resources and space efficiency
f) measuring the amount of income and profit gained from automotive repair/servicing activities
g) factors that may drain profit from an automotive repair/service workshop

Methods used to monitor the performance of an automotive repair/service workshop to include and cover:

a) use of KPIs relating to workshop activity
b) set clear goals and objectives for the workshop
c) monitor performance throughout the year
d) provide regular feedback on performance
e) set up a fair and consistent performance review process
f) use 360° reviews to see the full picture
g) encourage employees to self-evaluate
h) track employee performance trends over time

Use of aids for tracking workshop performance to include and cover:

a) time-tracking software
b) task-management tools
c) staff monitoring tools
d) project-management tools

How to evaluate the performance of an automotive service/repair workshop and its data.

Financial reports used to gauge the performance of an automotive workshop to include and cover:

a) balance sheets
b) income statements
c) cash flow statements
d) statement of owner's/shareholder's equity

Factors that can reduce profit from an automotive workshop to include and cover:

a) non-productive time
b) excess waste
c) low skill level
d) work in progress
e) waiting on parts/resources
f) tool/equipment failure

| | 3. Understand different types of automotive service to customers. | **Scope**

Teaching will cover:

The definition of internal customers within a company operating in the automotive sector.

Different departments operating within an automotive company to include and cover:
   a) repair/servicing
   b) vehicle sales (new/used)
   c) vehicle hire
   d) body repair
   e) valet department
   f) parts department
   g) after sales service
   h) warranty department

Different external customers to include and cover:
   a) retail customers
   b) trade customers
   c) contract hire customers
   d) business fleet customers

Impact each customer (internal/external) has on the operation of an automotive workshop. |
| | 4. Be able to control quality of work, customer experience and retention. | **Scope**

Teaching will cover:

Correct methods used to evaluate the impact workshop operation has on customer experience and retention.

Methods used by the automotive sector to invite new and retain existing customers to include and cover:
   a) advertising/marketing
   b) use of social media
   c) carry out reviews/surveys
   d) offer incentives
   e) build trust
   f) on-line presence
   g) evaluate customer feedback
   h) after sales care/service
   i) enhance communication
   j) offer new services to existing customers at reduced rates
   k) flexibility of workshop operation hours
   l) availability of courteous vehicles

Methods used by the automotive sector to use customer amenities to attract and retain customers to include and cover:
   a) image
   b) signage
   c) waiting area/facilities
   d) comfort and cleanliness
   e) information on products/services available
   f) use of video technology when carrying out repairs/maintenance activities |

After sales and service to include and cover:
- a) methods of communication
- b) collection and delivery service
- c) promptness of service/repair
- d) quality and reliability of the repair carried out
- e) presentation of the vehicle after service/repair has been carried out
- f) different payment methods

The role of quality control in enhancing customer experience and retention to include and cover:
- a) ensuring every vehicle that passes through the workshop is repaired or maintained to the highest standard
- b) it ensures that high standards are achieved

Factors that influence customer satisfaction in an automotive service/repair department to include and cover:
- a) courtesy and respect for the customer and each other
- b) identifying customer needs and requirements
- c) identifying and solving problems
- d) showing an interest in the customer
- e) give correct attention to the customer
- f) use correct communication methods
- g) having the ability to explain technical terms

10.3   Work Quality and Customer Service in Automotive Retail Operations

Title	Work Quality and Customer Service in Automotive Retail Operations
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG825
Unit Reference No	A/651/7766
Learn Direct Code	AB1

Unit purpose and aim(s): This unit will enable the learner to address the core functions of work quality and customer service in the automotive sector.

Learning Outcomes	Assessment Criteria
1. Understand the practices and benefits of effective quality control in the workplace and customer service in automotive retail operations.	1.1. Explain how the following benefits automotive retail operations: a) work quality b) good customer service 1.2. Evaluate current practices within own area of responsibility relating to work quality and customer service identifying strengths and weaknesses.
2. Be able to develop and implement standards of work quality, customer service and customer care in automotive retail operations.	2.1. Summarise the quality and performance standards which ensure high standards of customer service and customer care. 2.2. Develop appropriate standards of work quality, customer service and customer care in own area of responsibility. 2.3. Implement the standards developed in AC 2.2 in own area of responsibility.
3. Be able to conduct a quality audit and identify areas for improvement within automotive retail operations.	3.1. Explain the effects of not resolving low quality and poor performance. 3.2. Explain the process involved and conduct a quality audit of products and performance. 3.3. Use the results from the quality audit conducted AC 3.2 to inform decisions regarding possible ways to improve quality of products and performance.
4. Be able to evaluate customer satisfaction in automotive retail operations.	4.1. Explain a range of methods used to measure customer service. 4.2. Evaluate the effectiveness of current methods and techniques used in own area of responsibility to analyse customer satisfaction. 4.3. Use the outcomes of the evaluation taken in AC 4.2 to propose and implement possible improvements to methods of obtaining customer feedback. 4.4. Use an appropriate method to evaluate customer satisfaction in own area of responsibility.
5. Be able to apply procedures for handling customer complaints in automotive retail operations.	5.1. Explain reasons for customer complaints in automotive retail operations and organisational procedures for handling these. 5.2. Implement organisational procedures necessary for dealing with customer complaints. 5.3. Demonstrate how to handle complaints effectively in line with organisational

	procedures resolving them to a satisfactory outcome.
	5.4. Evaluate current procedures for handling customer complaints in own area of responsibility and identify strengths and weaknesses.

Assessment Guidance
NOS:
INSBE003 – Evaluate and improve the quality of your products and services
INSBE017 – Win and retain customers for your business
INSCS008 – Provide customer focused service
INSCS016 – Deliver customer service to challenging customers
INSCS028 – Handle customer complaints
INSCS043 – Manage customer service
IMICA08 – Identify and agree the motor vehicle customer needs

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Work Quality and Customer Service in Automotive Retail Operations

1. Understand the practices and benefits of effective quality control in the workplace and customer service in automotive retail operations.	**Scope**
	
	Teaching will cover:
	
	The definition and purpose of quality control within the automotive retail and service sector.
	
	The performance of staff, their productivity and work ethic to include and cover:
	   a) the importance and methods used to monitor and review quality of work and performance
	   b) the responsibility of management to make sure quality standards meet and exceed what is expected
	   c) the responsibility of all staff and employees to identify and report issues that may have an impact on performance and quality
	   d) tools put in place to correctly monitor and control quality of work
	   e) how to apply tools to correctly monitor staff performance and quality of work
	
	The benefits of quality control within the automotive retail and service sector to include and cover:
	   a) improves the quality of work done/produced
	   b) increases customer satisfaction
	   c) reduces costs
	   d) enhances company/sector reputation
	   e) ensures compliance with motor industry standards and regulations
	
	The benefits of good customer service within the automotive retail and service sector to include and cover:
	   a) enhancement of company/sector reputation
	   b) good advertisement for company
	   c) retain customers
	   d) increase sales of products and services
	   e) upsell other products/services
	   f) remain competitive within the automotive retail and service sector
	
	How to evaluate quality control and customer service in order to identify strengths and weaknesses.

2. Be able to develop and implement standards of work quality, customer service and customer care in automotive retail operations.	**Scope**
	
	Teaching will cover:
	
	Quality and performance standards which ensure high standards of customer service and customer care to include and cover:
	   a) quality of management
	   b) quality of service
	   c) quality of products
	   d) value for money
	   e) aftercare service
	   f) customer satisfaction
	
	Methods used to implement and develop standards and work quality of customer service and care to meet and exceed expectations.
	
	Effective customer service to include and cover:
	   a) correct definition of customer service, satisfaction and care
	   b) importance of achieving a high level of customer satisfaction
	   c) the importance of the relationship between customer service and company

		d) factors that relate to the positive achievement of customer satisfaction e) importance of positive team leadership and management f) continual monitoring of customer standards and care to make sure required levels of care is achieved
3.	Be able to conduct a quality audit and identify areas for improvement within automotive retail operations.	**Scope** **Teaching will cover:** Factors that impact on the delivery of customer service to include and cover: a) company policies for achieving customer satisfaction and service b) company premises c) staffing d) company service/products e) after sales service f) company ethos g) meeting customer needs h) communication methods adopted Effects of low quality and poor performance to include and cover: a) missed deadlines b) loss of reputation c) reduced business d) low staff morale e) reduced profit f) missed opportunities g) increased cost Methods used to measure performance standards in relation to customer service to include and cover: a) key performance indicators (KPIs) b) specification c) preparation, distribution and analysing customer service surveys and questionnaires d) evaluating the standard of customer services provided Actions that may be required to improve customer satisfaction to include and cover: a) the correct identification of low performance and operation b) how performance markers are evaluated and calculated c) what are the actions necessary to improve customer satisfaction d) the importance of continually monitoring customer satisfaction and resolving complaints
4.	Be able to evaluate customer satisfaction in automotive retail operations.	**Scope** **Teaching will cover:** Methods used to measure customer service to include and cover: a) customer feedback through surveys b) social media c) analysis of sales/service d) analysis of company income e) focus meetings with staff Effects of not resolving low quality and poor performance to include and cover: a) loss of reputation b) reduced business c) low staff morale d) reduced profit e) missed opportunities

		f) increased cost g) company closure Methods used to implement changes due to poor customer performance feedback. Reasons for customer complaints to include and cover: a) levels of customer expectations not being met b) the causes of customer complaints c) the methods used by customers to express their dissatisfaction of the company d) the importance of monitoring and acting on customer complaints
5.	Be able to apply procedures for handling customer complaints in automotive retail operations.	**Scope** **Teaching will cover:** The reasons for customer complaints to include and cover: a) value for money b) company/staff attitude c) premises d) company ethos e) location/facilities f) missed deadlines g) poor communication h) poor service/quality of product Methods used to deal with customer complaints to include and cover: a) review of policies and procedures relating to customer dissatisfaction b) review of the methods used to handle customer complaints c) listen to the customer d) hold focus meetings to make others aware of complaints and their nature How to Implement organisational procedures necessary for dealing with customer complaints.

10.4   IT for Automotive Retail Operations

Title	IT for Automotive Retail Operations
Level	Five
Credit Value	4
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBG826
Unit Reference No	D/651/7767
Learn Direct Code	AB1

Unit purpose and aim(s): This unit will enable the learner to understand the use of information technology within an automative retail operation.

Learning Outcomes	Assessment Criteria

1. Be able to use the internet and online services.	1.1. Distinguish between what is meant by an internet and an intranet.
	1.2. Explain how the internet can be used to support automotive retail operations.
	1.3. Explain the importance of imposing controls on internet usage within an automotive retail operation.
	1.4. Use online services to safely and securely carry out at least five of the following activities:
	   a) banking
	   b) payment of utilities bills
	   c) accessing government services
	   d) communicating to customers/staff
	   e) access to technical data/bulletins
	1.5 Demonstrate how to manage online account service settings by amending account preferences.

2. Be able to create and edit documents using IT technology.	2.1. Use appropriate software to enter, edit and format text including:
	   a) font size
	   b) font type
	   c) highlights
	   d) underline
	   e) bold
	   f) italic
	   g) creating bullet point lists
	2.2. Create and format a table within a given document including appropriate:
	   a) positioning
	   b) sizing
	   c) border style
	2.3. Format and insert a graphic within a given document including appropriate:
	   a) positioning
	   b) sizing
	   c) captioning
	   d) borders

3. Be able to use technology to process and format numerical data and charts.	3.1. Enter, edit, sort and format at least two sets of numerical data including:
	   a) cell alignment
	   b) number formatting appropriate to the numerical information to be displayed
	   c) merging and splitting of cells
	   d) sorting of data on one criterion
	3.2. Use an application's functionality to carry out the following:

		a) basic calculations b) filtering c) applying formulae to numerical data with up to two mathematical operators 3.3. Use an application's functionality to create and format charts with suitable title, naming of axis's data labels and legend from a single data set including: a) bar and column chart b) pie chart c) line graph
4.	Be able to create and edit a presentation.	4.1. Create a presentation including: a) master slide to ensure consistency in the presentation of layout, colour and font b) formatting of text font size and type, underline, bold and italics c) insertion of at least one graphic, logo and hyperlink d) embedding of least one video e) insertion of speaker notes
5.	Be able to communicate, share and collaborate using a digital tool.	5.1. Use a digital tool to communicate as part of a digital team including: a) creating a contact group b) using a calendar c) sending a meeting request d) attaching a document for a meeting 5.2. Use a digital tool to share and collaborate as part of a digital team including: a) setting up a video call b) sharing desktop, program or presentation during a video team meeting
6.	Be able to protect data while using technology.	6.1. Demonstrate how to protect data and devices from online risks and threats including: a) securing mobile devices b) using strong passwords c) using biometric security features d) backing up data locally and to a cloud provider 6.2. Identify potential security risks associated with: a) using public Wi-Fi networks b) phishing emails c) clicking links found in emails or other digital messages d) identity theft e) ransomware
7.	Be able to use a database within an automotive operation.	7.1. Explain the role and functions of databases in the automotive industry. 7.2. Summarise how information is accessed on a database and presented in report format. 7.3. Explain the advantages of databases for the following: a) communicating with existing or potential customers b) supporting marketing activity 7.4. Explain the importance of regular data maintenance and cleansing on a database

	7.5. Use a database within an automotive retail operation to: a) store and manage contact lists b) monitor and report on sales activity within own area of responsibility

Assessment Guidance
NOS
INSBA013 – Design and produce documents
INSBA014 – Communicate in a business environment
INSBA015 – Develop and deliver a presentation
INSBA020 – Support and maintain information systems

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: IT for Automotive Retail Operations

1. Be able to use the internet and online services.	**Scope**
	
	Teaching will cover:
	
	The difference between the internet and the intranet and how they assist the automotive sector.
	
	The advantages of the intranet to include and cover:
	   a) it improves internal communication
	   b) reduces time by reducing emails and face to face meetings
	   c) secure access and storage for information and policies
	   d) connects the company across separate locations
	   e) encourages knowledge sharing within the company
	   f) improves employee engagement
	   g) it can be used to find information
	
	How the internet can be used constructively in the automotive sector to include and cover:
	   a) communicating to customers/suppliers etc.
	   b) advertising
	   c) it is on 24/7
	   d) access to up-to-date technical data/bulletins
	   e) it can create and build company awareness
	   f) improves customer support
	
	The importance of imposing controls on internet usage in a company to include and cover:
	   a) it helps to prevent cyber-attacks such as phishing, ransomware, etc.
	   b) the reputation of a company may be under threat if internet access is not controlled
	   c) data protection compromised
	   d) threat of computer viruses
	   e) password leakage
	
	How to use online services to safely and securely in a company to include and cover:
	   a) company finance and secure banking
	   b) the payment of bills/salaries etc.
	   c) accessing government services such as Ministry of Transport (MOT), inland revenue, etc.
	   d) communicating to customers, staff, suppliers etc.
	   e) access to up-to-date technical data and bulletins
	
	How to manage online account service by changing settings.
	
	The importance of IT applications in the management of company information and data.
	
	Threats to IT systems within a company to include and cover:
	   a) unsolicited IT software infiltrating a system or device
	   b) spy-ware and adware and their threat to an IT system or device

2. Be able to create and edit documents using IT technology.	**Scope** **Teaching will cover:**

How to create and save an IT document.

Different types of software and programs used to create IT documents.

How to use appropriate software to enter, edit and format text in an IT document to include and cover:
- a) changing font type
- b) changing font size
- c) highlighting
- d) underlining
- e) bold text
- f) italic text
- g) creating bullet points and lists

Creating and using a table to demonstrate information or data to include and cover:
- a) creating document
- b) editing
- c) positioning
- d) size
- e) different border styles
- f) saving document

How to format and insert a graphic within a given IT document to include and cover:
- a) correct positioning within an it document
- b) correct sizing of graphic within an it document
- c) appropriate boarders that can be used
- d) correct captioning within an it document

3.	Be able to use technology to process and format numerical data and charts.	**Scope**
		Teaching will cover:
		Different types of trusted software used within the automotive sector to create, save and illustrate numerical data.
		How use IT software to accurately create, enter, edit, sort and format numerical data and information to include and cover: a) correct cell alignment b) number formatting c) merging and splitting cells d) sorting data on one criterion
		How to use IT application to carry out different tasks to include and cover: a) calculations b) filtering information/data c) using and applying correct numerical formulae
		The use of different IT software used to create charts to illustrate information/data to include and cover: a) bar and column chart/graph b) pie chart c) line graph d) scatter graph
		Advantages of using charts to illustrate information/data.

| 4. | Be able to create and edit a presentation. | **Scope**

Teaching will cover:

Different types of IT software used for presentation.

Advantages of using an IT presentation to include and cover:
    a) it is visually appealing
    b) time saving
    c) organise information
    d) illustrate different data and trends

Information that can be illustrated using IT presentations relating to the automotive sector to include and cover:
    a) technical training
    b) company presentation such as sales, profit, etc.
    c) data/information visualization
    d) advertising and marketing
    e) educational training
    f) event planning

How to create an IT presentation to be presented to include and cover:
    a) creation of a master slide
    b) correct formatting of text size, font, etc.
    c) how to insert a graph, logo and hyperlink
    d) how to embed a video
    e) how to insert speaker notes |
| 5. | Be able to communicate, share and collaborate using a digital tools. | **Scope**

Teaching will cover:

The importance and benefits of using IT as a method of communication to include and cover:
    a) cost
    b) time/speed
    c) efficiency
    d) environmental benefits
    e) secure
    f) serves as a record

Types of information communicated to customers in the automotive sector to include and cover:
    a) video presentation of work done or inspection of a vehicle
    b) maintenance reminders
    c) mot reminders
    d) new products/offers
    e) new services provided
    f) company information
    g) notification when work on a vehicle is complete and ready for collection

Different methods used to communicate through IT to include and cover:
    a) email
    b) text
    c) video calling
    d) social networking sites/applications

How to manage Email communication to include and cover:
    a) junk email
    b) spam email |

c) filters
d) folders
e) attachments
f) address book
g) flagged messages

How to use IT software to communicate to a team to include and cover:
a) creating a group
b) using the calendar
c) how to send a meeting request
d) how to attach a document

How to use IT software to share and collaborate as part of a team to include and cover:
a) setting up a video call
b) share your desktop to present to the team

| 6. | Be able to protect data while using technology. | **Scope**

Teaching will cover:

Advantages of using IT security software in the automotive sector to include and cover:
a) avoiding legal fines and penalties due to GDPR breaches
b) maintains employee and customer trust
c) safeguards company operations
d) protects company from paying a ransom
e) enhances company reputation

How to protect information/data and devices from online threats to include and cover:
a) malware
b) phishing
c) viruses
d) cyber crime
e) password attacks
f) data breaches
g) identity theft
h) ransomware

Methods used to protect information/data and devices from on-line threats to include and cover:
a) use of strong passwords and change regularly
b) install latest security software and keep updated
c) 2 step verification
d) back up data locally and to a cloud provider
e) report suspicious messages

Risks associated with using public Wi-Fi networks, opening unrecognisable links and phishing emails. |
| 7. | Be able to use a database within an automotive operation. | **Scope**

Teaching will cover:

The advantages for using a database in the automotive sector to include and cover:
a) enhanced data sharing
b) enhanced data consistency
c) efficient data management
d) data sharing |

e) improved data recovery
f) improved data integrity

Different types of databases that may be used in the automotive sector to include and cover:
a) centralised database
b) cloud database
c) commercial database
d) graph database
e) operational database

The role of a database within the automotive sector to include and cover:
a) customer management
b) inventory (vehicles/parts) tracking
c) service tracking
d) order management
e) employee management
f) employee productivity monitoring and reporting
g) financial analysis
h) data/information analysis

Methods used to access and extract information from a database.

The importance of databases on relation to existing and potential customers to include and cover:
a) extensive customer data
b) improves customer communication by tracking interactions
c) improves customer experience
d) comply with current GDPR regulations

How the use of a database supports market activity to include and cover:
a) data from customer enquiries/recommendations
b) data from sales
c) data from service/repairs
d) data from surveys

The importance of regular maintenance of a database to include and cover:
a) make sure data is current and up to date
b) obsolete data can be altered/deleted
c) monitor changing trends/patterns

10.5   Effective Leadership and Management in an Automotive Business

Title	Effective Leadership and Management in an Automotive Business
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	36
OCN NI Unit Code	CBG827
Unit Reference No	F/651/7768
Learn Direct Code	AB1

Unit purpose and aim(s): This unit will enable the learner to have the skills and knowledge for effective leadership and management in an automotive business.

Learning Outcomes	Assessment Criteria
1. Understand leadership and management styles in an automotive business.	1.1. Research and critically compare and contrast the effectiveness of different leadership and management styles. 1.2. Summarise the key tasks of a leader or manager in an automotive business. 1.3. Evaluate own managerial style identifying possible areas for improvement.
2. Be able to communicate effectively with stakeholders.	2.1. Explain the importance of effective verbal and non-verbal communication and how this may influence others. 2.2. Demonstrate how to communicate effectively with different internal and external stakeholders including verbal and non-verbal communication.
3. Be able to implement change within an automotive business.	3.1. Explain the change management process including: a) identification of change required b) communicating with stakeholders and to encourage participation c) providing leadership and support for change d) plan, monitor and evaluate change projects 3.2. Explain potential barriers and resistance to change and appropriate strategies to address them. 3.3. Demonstrate the implementation of the change management process identified in AC 5.1 for a given change project.
4. Be able to demonstrate the skills and qualities of effective leadership and management.	4.1. Demonstrate the skills and qualities associated with effective leadership and management practice including: a) positive time management b) setting and maintaining priorities and deadlines c) effective management of individuals and teams d) Individual and team development e) effective delegation of tasks 4.2. Identify and establish appropriate standards of operation and conduct within an automotive business.

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Effective Leadership and Management in an Automotive Business

1. Understand leadership and management styles in an automotive business.	**Scope**
	
	Teaching will cover:
	
	Reasons for effective leadership within the automotive sector to include and cover:
	    a) increase efficiency and success of the company
	    b) develop positive attitude within the company
	
	The benefits of inspirational leadership and management to include and cover:
	    a) productive and committed employees
	    b) increase employee engagement
	    c) achieving goals
	
	Effective leadership skills and traits to include and cover:
	    a) good communication
	    b) delegation
	    c) integrity
	    d) creativity
	    e) motivation
	    f) problem solving
	    g) conflict resolution
	    h) time management
	    i) providing feedback
	
	Different types of leadership styles and how they are used within the automotive sector to include and cover:
	    a) autocratic
	    b) authoritative
	    c) pacesetting
	    d) democratic
	    e) coaching
	    f) affiliative
	    g) laissez-faire
	
	Advantages/Disadvantages of different leadership styles.
	
	Tasks of a leader or manger within the automotive sector to include and cover:
	    a) communicate to staff, customers, stakeholders, etc.
	    b) motivate existing and new employees
	    c) ability to make correct decisions
	    d) delegate correct staff
	    e) resolve conflicts within the company
	    f) portray a positive image of the company
	    g) ability to mentor staff/employees
	    h) be a team member
	    i) have vision
	    j) listen to what others have to say
	
	Effects of poor leadership and management and how it has an impact within the automotive sector to include and cover:
	    a) increase in cost and reduced profit
	    b) low morale
	    c) damage company reputation
	    d) lack of trust within company
	    e) decreased customer satisfaction
	    f) no direction or vision

		How to evaluate your own managerial style to identify any areas for improvement to include and cover:
		    a) reviewing your own goals and assess if they have been achieved
		    b) identify strengths and weaknesses
		    c) look at values and ethics
		    d) assess and review feedback
		    e) review personal growth and achievements

2.	Be able to communicate effectively with stakeholders.	**Scope**
		
		Teaching will cover:
		
		The Importance for effective communication within the automotive sector.
		
		Difference, advantages and disadvantages of verbal and non-verbal communication used in the automotive sector.
		
		Effects of good communication to include and cover:
		    a) positive communication establishes relationships and trust
		    b) communicating positively to others has an impact on the quality of the relationships we form with employees and customers
		
		Verbal communication skills to include and cover:
		    a) thinking before you speak
		    b) know your audience
		    c) being precise
		    d) being prepared to clarify
		    e) speak clearly and in a tone that suits audience
		
		Non-verbal communication skills to include and cover:
		    a) firm handshake
		    b) maintaining eye contact
		    c) correct posture and body movement
		    d) indicate interest and engagement
		    e) nodding and smiling when required
		
		Appropriate communication to internal stakeholders in the automotive sector to include and cover:
		    a) frontline staff
		    b) support staff
		    c) junior management
		    d) senior management
		    e) directors
		
		Appropriate communication to external stakeholders in the automotive sector to include and cover:
		    a) customers
		    b) suppliers
		    c) company partners
		    d) investors
		    e) financial institutions
		    f) government agencies
		    g) trade unions
		
		Importance of communicating effectively and to the correct people.
		
		Different methods of communication to include and cover:
		    a) verbal
		    b) letters
		    c) email

		d) text e) social media f) video g) intranet Lines of communication to include and cover: a) individual communication b) upward communication c) downward communication d) lateral communication The importance of maintaining records of communication with others.
3.	Be able to implement change within an automotive business.	**Scope** **Teaching will cover:** Identifying and understanding the need for change within a company. How to plan for a change that needs to take place. Addressing and planning for change in a company in the automotive sector to include and cover: a) identifying the need for change to take place b) identifying barriers and factors that may halt or hinder change c) communicating with all internal and external stakeholders to encourage participation and support for change d) providing effective leadership when planning, implementing and supporting change e) correct and effective monitoring and evaluating change f) evaluating if change has achieved its objectives Factors that need to be taken into consideration when planning and implementing change to include and cover: a) cost to company b) what are the benefits of the change taking place c) staffing required to plan and implement change d) extra training or skills that may be required e) changes to resources/premises that may be required Steps to implement change to include and cover: a) identify the change and why it need to take place b) develop a plan c) communicate intentions to all relevant staff/stakeholders d) provide reasons for change e) gather feedback from staff/stakeholders f) launch the change due to take place g) closely monitor the change h) evaluate the change and identify if the objectives for the change have taken place Barriers that may halt or delay change within a company in the automotive sector to include and cover: a) lack of clarity and confusion about change b) ineffective or poor communication c) the change that is planned is not adequately aligned with the overall company objectives d) resistant to change culture within the company e) change fatigue f) lack of governance g) insufficient training/support

		h) insufficient staffing/resources i) unrealistic expectations and deadlines j) inadequate resources k) poor leadership support l) cost to company to implement change Strategies that can be used to overcome potential barriers and resistance to change to include and cover: a) good financial management b) create a plan for communication c) involve those impacted by the change early in the process d) provide correct and relevant training e) identify which change aspects will deliver the most benefits and align them with the company's objectives f) assess amount of resistance and reasons g) involve staff/stakeholders in the process h) provide sufficient support which involves providing staff with the necessary tools, resources, and assistance when needed i) leadership development and support j) monitor and measure success as change is taking place How to implement change for a given project.
4.	Be able to demonstrate the skills and qualities of effective leadership and management.	**Scope** **Teaching will cover:** Benefits of effective leadership and management in the automotive sector to include and cover: a) enhanced and effective communication b) problem solving c) conflict resolution d) confidence e) vision f) decision making g) encourage innovation h) boosts satisfaction and morale i) increase in productivity/sales j) motivation k) creativity l) increase in job satisfaction Roles of a leader in relation to developing relationships, manage conflicts and work with different styles to include and cover: a) how to influence character and behaviour b) show interest in the welfare and performance of others c) ability to remain neutral when resolving conflict d) addressing issues that may cause conflict between employees e) how to adjust and alter their own behaviour to gain the respect and trust of others f) be a good listener g) lead with integrity and honesty to create a foundation of trust across the company h) good time management skills i) participation in individual and team development j) ability to correctly delegate tasks within the company Fundamentals of effective leadership to include and cover: a) importance of effective leadership to the success of the company b) leadership quality, attitude and vision c) putting leadership roles into practice

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d) create vision, mission and goal of company
e) build a reputation that can be valued, trusted and respected

Standards of operation and conduct within a company related to the automotive sector to include and cover:
a) honesty
b) integrity
c) objectivity
d) accountability
e) professional behaviour
f) professional competence
g) confidentiality
h) diversity
i) respect
j) openness

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10.6   Marketing the retail automotive business

Title	Marketing the retail automotive business
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	30
OCN NI Unit Code	H/651/7769
Unit Reference No	CBG828
Learn Direct Code	AB1

Unit purpose and aim(s): This unit will enable the learner to understand marketing and customer including the development, implementation and evaluation of marketing plans.

Learning Outcomes	Assessment Criteria
1. Understand the principles of marketing automotive retail products and services.	1.1. Explain what is meant by the term marketing and associated key concepts. 1.2. Explain how effective marketing can benefit an automotive retail business. 1.3. Explain the principle of competitive advantage in the marketing process. 1.4. Research and evaluate key marketing strategies, resources and tools and their relationship and impact on the sale of products and services.
2. Be able to conduct market analysis in an automotive business.	3.1. Explain the importance of market analysis in effective marketing. 3.2. Conduct an internal marketing audit within a given automotive business. 3.3. Conduct a marketing analysis of the local catchment area analysing different market segments and appropriate marketing mix.
3. Be able to plan and implement a customer care policy and measure its effectiveness.	3.1. Explain the importance of applying the customer first principle in enhancing the products and services provided by an automotive business. 3.2. Explain customer-based values as the foundation of service and quality. 3.3. Research and evaluate methods of identifying customer satisfaction, frequency of use and its relationship to the marketing plan. 3.4. Select with justification an appropriate method to evaluate customer satisfaction and carry out a customer satisfaction evaluation. 3.5. Explain the importance of being able to offer quality products and services as key factors of marketing and dealership promotion. 3.6. Plan and implement a customer care policy and measure its effectiveness.
4. Be able to develop, implement and evaluate a marketing plan for an automotive business.	4.1. Explain product strategy and how it relates to the products and services of the automotive business. 4.2. Explain market diversification and how it can be effectively deployed in the retail automotive operation. 4.3. Develop core marketing objectives for a given automotive retail operation. 4.4. Develop and implement a detailed marketing plan including:

| | a) justification of the strategy employed to implement the plan
b) organisational structure and values to support the implementation
c) individual short-term local marketing campaigns
d) performance indicators to enable the evaluation of marketing plan
4.5. Use the measurables developed in AC 4.4c to carry out the evaluation of the effectiveness of the marketing plan. |

Assessment Guidance
NOS
INSBA021 – Carry out and analyse research
INSML046 – Develop and implement marketing plans
INSML049 – Sell products and services

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Marketing the Retail Automotive Business

1. Understand the principles of marketing automotive retail products and services.	**Scope**
	
	Teaching will cover:
	
	The meaning of marketing and associated key concepts to include and cover:
	    a) price
	    b) market research
	    c) marketing strategy
	    d) goals
	    e) KPIs
	    f) monitoring and evaluation
	    g) promotion
	    h) market analysis
	    i) branding
	    j) positioning
	
	The elements of marketing and meaning to include and cover:
	    a) product/service
	    b) price
	    c) promotion
	    d) place
	    e) people
	    f) process
	    g) physical evidence
	
	The effectiveness of marketing and how it benefits the automotive retail sector to include and cover:
	    a) help raise brand awareness
	    b) help company to gain and retain customers
	    c) gets company name out there
	    d) boosts company reputation
	    e) increase sales
	    f) saves time
	    g) boosts creative growth
	    h) help with long-term growth
	
	The meaning of competitive advantage when marketing to include and cover:
	    a) what sets a company out from the rest
	    b) it refers to a unique set of strengths, attributes, or capabilities that differentiates a company from others
	
	How to measure an automotive company competitive advantage to include and cover:
	    a) identify key performance indicators (KPIs)
	    b) conduct market research
	    c) customer feedback and surveys
	    d) comparative analysis
	    e) market share analysis
	    f) pricing analysis
	    g) brand perception and recognition
	    h) internal analysis
	    i) track changes over time
	    j) customer and staff retention
	
	Advantages of competitive advantage in a company to include and cover:
	    a) increased market share
	    b) market differentiation
	    c) customer loyalty and retention
	    d) pricing power

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Disadvantages of competitive advantage in a company to include and cover:
a) shifting customer needs
b) competitive response
c) replicability
d) evolving market dynamics

How to evaluate current products/services provided against market demand.

How to evaluate if products/services provided meet the needs of potential, new and existing customers.

How to research and evaluate key marketing strategies to include and cover:
a) awareness of audience
b) digital marketing
c) social media marketing
d) event marketing
e) email marketing
f) influencer marketing
g) advertising optimisation

Effective use of marketing tools and resources and their impact on the sale of products/services within the automotive sector.</td></tr>
<tr><td>2.</td><td>Be able to conduct market analysis in an automotive business.</td><td>**Scope**

Teaching will cover:

The importance of market analysis when marketing a product/service within an automotive business to include and cover:
a) identification of trends and opportunities within the industry
b) level of competition
c) customer needs/demands

Methods used to conduct an internal marketing audit within a given automotive business to include and cover:
a) establishment of KPIs
b) gathering of customer personas
c) research competitors
d) compile relevant data
e) draw up a plan

Methods used to conduct a marketing analysis of the local catchment area analysing different market segments and appropriate marketing mix to include and cover:
a) correct determination of the automotive market needs for vehicles, service and parts
b) identification of current and future customer needs and expectations
c) establishment of what the local market will pay for vehicles, service and parts
d) assessing and exploiting new opportunities to meet customer's needs
e) defining and understanding what creates success for an automotive business</td></tr>
<tr><td>3.</td><td>Be able to plan and implement a customer</td><td>**Scope**

Teaching will cover:</td></tr>
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	care policy and measure its effectiveness.	The importance of applying the customer first principle in enhancing the products and services provided by an automotive business to include and cover: a) enhanced customer loyalty b) improve company reputation c) increase company agility d) higher employee engagement e) data driven decision making f) improved financial performance The meaning of customer-based values as the foundation of service and quality to include and cover: a) empathy b) respect c) patience d) active listening e) transparency f) professionalism g) knowledge h) gratitude i) friendliness j) adaptability k) clarity l) problem solving m) trustworthiness Methods of identifying customer satisfaction to include and cover: a) reviewing feedback of existing customers b) social media listening c) market trends d) survey results e) engagement with new and potential customers f) observe competition The relationship of customer satisfaction with a marketing plan. How to select and justify an appropriate method to evaluate customer satisfaction and how to carry out a customer satisfaction evaluation. The importance of being able to offer quality products and services as key factors of marketing and dealership promotion to include and cover: a) building trust with customers b) promotes recommendations c) results in fewer customer complaints d) higher financial return e) strengthens and promotes brand How to plan and implement a customer care policy and measure its effectiveness.
4.	Be able to develop, implement and evaluate a marketing plan for an automotive business.	**Scope** **Teaching will cover:** The definition of product strategy and how it relates to the products and services of the automotive retail industry to include and cover: a) cost b) differentiation c) focus d) quality

e)   service

The definition of market diversification and how it can be effectively deployed in the retail automotive operation to include and cover:
a)   concentric
b)   horizontal
c)   vertical
d)   conglomerate

Methods used to develop core marketing objectives for automotive retail operations to include and cover:
a)   define budget
b)   define target audience
c)   type of advertising
d)   identify goals
e)   develop a message

Methods used to develop and implement a detailed marketing plan to include and cover:
a)   justification of the strategy employed to implement the plan
b)   organisational structure and values to support the implementation
c)   individual short-term local marketing campaigns
d)   performance indicators to enable the evaluation of marketing plan

Methods used to carry out the evaluation of the effectiveness of the marketing plan to include and cover:
a)   collect only useful and relevant data
b)   use analytical tools
c)   get accurate data
d)   convert data to information
e)   make decisions with the information

10.7   Compliance within the Automotive Retail Business

Title	Compliance within the Automotive Retail Business
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	36
OCN NI Unit Code	CBG829
Unit Reference No	L/651/7770
Learn Direct Code	AB1

Unit purpose and aim(s): This unit enables the learner to understand the legislative and statutory requirements associated and how to comply with these requirements within an automotive retail business.

Learning Outcomes	Assessment Criteria
1. Understand the legislative and regulatory environment under which an automotive business operates.	1.1. Summarise the key aspects of legislation and regulatory requirements relating to the operation of the automotive retail business.
2. Understand the key aspects of company and employment law and their impact on an automotive business.	2.1. Summarise the key aspects of company law and corresponding enforcement regime. 2.2. Summarise the key aspects of employment law and organisational policies and procedures as they relate to employers and employees. 2.3. Explain accountability and liability of employers and management when operating an automotive retail business.
3. Understand the key aspects of consumer legislation, organisational policies and procedures and their impact on an automotive business.	3.1. Summarise the key aspects of consumer legislation, organisational policies and procedures and their impact on automotive retail businesses including: a) consumer contracts b) interpretation of the automotive industry c) responsibilities of customer-facing staff and management 3.2. Explain accountability and the responsibility of management and technical staff when carrying out work on customer vehicles. 3.3. Explain penalties that may be applied for non-compliance with the legislation.
4. Understand the key aspects of employment legislation, organisational policies and procedures and their impact on an automotive business.	4.1. Summarise the key aspects of employment legislation, organisational policies and procedures and their impact on an automotive retail business. 4.2. Explain the responsibilities and accountability of management for the welfare and development of employees. 4.3. Explain the legislative and statutory requirements impacting on the recruitment and selection processes within an automotive retail business. 4.4. Explain the legislative and statutory framework impacting on the disciplinary procedures of an employee within an automotive retail business.
5. Be able to carry out a risk assessment and ensure high standards of health and safety are maintained within an automotive retail business.	5.1. Explain the key aspects of the Health & Safety (Northern Ireland) Order 1978 and how it impacts on an automotive retail business.

	5.2. Explain the responsibilities and liabilities of management in complying with health and safety regulations including:
	   a) Manual handling
	   b) Control of Substances Hazardous to Health (COSHH)
	   c) RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations)
	   d) The Provision and Use of Work Equipment Regulations 1998 (PUWER)
	5.3. Explain the process and carry out a risk assessment for a given task or activity in an automotive retail business.
	5.4. Summarise procedures for compliance with Health and Safety records and administration.
	5.5. Demonstrate how to follow organisational policies and procedures to ensure high standards of Health and Safety are maintained in the automotive retail business.

Assessment Guidance
NOS
INSBE030 – Keep up to date with relevant legislation for your business
FSPCOMP1 – Identify the requirements of legislation and regulations for the business conducted by your organisation
INSRMA002 – Develop risk management policies and procedures
INSCS005 – Maintain a healthy and safe environment for customers and colleagues

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Compliance within the Automotive Retail Business
1. Understand the legislative and regulatory environment under which an automotive business operates.	**Scope** **Teaching will cover:** The key aspects of legislation and regulatory requirements relating to the operation of an automotive business. The correct definition of automotive regulatory compliance. The purpose of regulatory compliance to include and cover: a) avoidance of legal issues b) health and safety for staff and customers c) increase efficiency in the workplace d) promotes healthy competition e) reduces risk f) better branding g) safeguards stakeholders h) strengthens reputation Regulations that must be adhered to in the automotive business to include and cover: a) Health and Safety at Work Act b) Workplace (Health, Safety and Welfare) Regulations c) RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) d) The Personal Protective Equipment at Work Regulations e) COSHH (Control of Substances Hazardous to Health) f) The Provision and Use of Work Equipment Regulations 1998 (PUWER) g) Lifting Operations and Lifting Equipment Regulations (LOLER) Implications for business if they ignore or breach legislation.
2. Understand the key aspects of company and employment law and their impact on an automotive business.	**Scope** **Teaching will cover:** The key aspects of company law to include and cover: a) regulates the rights and obligations of people and business organisations when they conduct business transactions, in order to ensure all parties are treated fairly b) regulate transactions between businesses and their suppliers c) ensure that businesses treat their employees fairly and without discrimination, and that employees are able to work in a healthy and safe environment d) provides protection for a business's investors, creditors, and customers e) protects people from harm caused by defective products or services f) ensure that businesses in competing markets compete fairly g) minimises environmental harm caused by business and industrial operations How company law is enforced in the UK. Key aspects of employment law to include and cover: a) provide a written statement of employment b) pay agreed salaries and the national minimum wage c) providing a safe working environment d) provide adequate rest breaks and annual leave

		e) provide fair treatment f) pay out-of-pocket expenses g) follow legislation and good employment practices h) maintain the relationship of trust and confidence by behaving reasonably towards the employee i) let hm revenue and customs know when you employ your first member of staff j) adhere to data protection principles k) comply with regulations on gender pay gap reporting if you employ more than 250 people Key aspects of organisational policies and procedures to include and cover: a) code of conduct policy b) recruitment policy c) internet and email policy d) mobile phone policy e) smoking policy f) drug and alcohol policy g) health and safety policy h) anti-discrimination and harassment policy i) dress code policy Methods used to enforce organisational policies to include and cover: a) communication with staff b) make policies part of integrating new or existing staff c) explain to employees what policies are relevant to their job d) involving employees in the policy-making process e) focus on training f) monitor and review when needed g) enforce policies equally h) lead by example The accountability and liability of employers and management when operating an automotive business to include and cover: a) pay employees at least the national minimum wage b) provide employees with a clean and safe work environment c) provide a certain amount of paid holiday each year
3.	Understand the key aspects of consumer legislation, organisational policies and procedures and their impact on an automotive business.	**Scope** **Teaching will cover:** Key aspects relating to consumer legislation and organisational policies to include and cover: a) consumer's rights to enforce terms about goods and services b) right to reject c) partial rejection of goods d) time limit for short-term right to reject e) right to repair or replacement f) right to price reduction or final right to reject Key aspects to consumer contracts to include and cover: a) service contracts b) sales contracts c) digital content contracts The interpretation of the automotive industry to include and cover: a) sales of products b) sales of services

Responsibilities of customer-facing staff and management to include and cover:
- a) customer interaction
- b) product/service knowledge
- c) problem solving abilities
- d) communication skills
- e) customer relationship management

The role of customer-facing staff and management and the impact it has on the business.

The accountability and responsibility of technical staff and management when working on a customer's vehicle to include and cover:
- a) correct booking in of vehicles
- b) correct identification of fault/service required
- c) correct availability of resources, utilities, tools and equipment
- d) communication with the customer
- e) correct time allocation to carry out diagnostics, repairs and servicing operations
- f) monitor stock levels and update vehicle service records

The penalties that may be applied for non-compliance with legislation to include and cover:
- a) financial penalties
- b) reputation damage
- c) putting lives at risk
- d) financial repercussions

4.	Understand the key aspects of employment legislation, organisational policies and procedures and their impact on an automotive business.	**Scope** **Teaching will cover:** Key aspects of employment legislation, policies, procedures and their impact on an automotive business to include and cover: a) Employment Relations Act relating to the automotive retail business b) employment legislation in place prior to the employment relations act c) maternity and paternity rights d) Employment Act relating to the automotive retail business e) diversity and consideration to be given to sectors addressed by laws of discrimination f) equal opportunities and aspects of equality in the automotive retail business g) contract of employment relating to the employer and employee h) role of a tribunal and causes and issues that may lead to a tribunal hearing How these pieces of legislation impact on the automotive trade. The responsibilities and accountability of management for the welfare and development of employees to include and cover: a) provide a safe place of work/PPE/training etc. b) correct delegation of staff c) track team performance d) making correct decisions e) feedback delivery f) clarify expectations g) manage budget h) uphold business reputation i) reward good practice

		j) provide clear communication k) set goals/objectives The legislative and statutory requirements impacting on the recruitment and selection processes within an automotive business to include and cover: a) staff induction, direction and appraisal b) correct job descriptions and performance reviews c) fair management expectations of staff performance d) management behaviour towards staff e) maintenance of working conditions and standards f) accountability for employee welfare g) delegation of work and tasks to individuals and the team which is fair h) staff competence and development i) staff appraisals and acting on the outcomes of each appraisal j) examples of bullying and harassment k) the handling of harassment or bullying of staff The legislative and statutory framework impacting on the disciplinary procedures of an employee within an automotive business.
5.	Be able to carry out a risk assessment and ensure high standards of health and safety are maintained within an automotive retail business.	**Scope** **Teaching will cover:** The key aspects of the Health & Safety (Northern Ireland) Order 1978 and how it impacts on an automotive business to include and cover: a) the important role health and safety plays in the automotive workplace b) training and education c) ensure safe storage for tools/equipment/dangerous substances d) provision of first aid e) risk assessment f) maintaining safe premises g) providing proper facilities h) servicing and maintenance of equipment i) correct reporting of accidents j) emergency preparation k) hazard prevention The responsibilities and liabilities of management in complying with health and safety regulations to include and cover: a) Manual handling b) Control of Substances Hazardous to Health (COSHH) c) Health and Safety at Work Act d) Workplace (Health, Safety and Welfare) Regulations e) RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) f) The Personal Protective Equipment at Work Regulations g) COSHH (Control of Substances Hazardous to Health) h) The Provision and Use of Work Equipment Regulations 1998 (PUWER) i) Lifting Operations and Lifting Equipment Regulations (LOLER) How to carry out a risk assessment for a given task or activity to include and cover: a) identify hazards b) assess the risks c) control the risks d) record your findings e) review the controls

The importance of updating risk assessments and following advice.

The procedures for compliance with Health and Safety records and administration to include and cover:
   a) ensure key information is easily accessible
   b) it can be passed on
   c) ensures consistency and continuity
   d) ensures legal compliance

How to follow organisational policies and procedures to ensure high standards of Health and Safety are maintained in the automotive business to include and cover:
   a) the provision for medical care in the event of illness or injury
   b) dangerous occurrences
   c) the correct reporting of injuries, diseases and dangerous occurrences
   d) standards of cleanliness are upheld
   e) provision of facilities for rest and washing
   f) the correct usage of equipment

10.8   Business Planning in the Automotive Retail Business

Title	Business Planning in the Automotive Retail Business
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG830
Unit Reference No	M/651/7771
Learn Direct Code	AB1

Unit purpose and aim(s): This unit enable the learner to understand the business planning within the automotive retail operation and its impact on business improvement.

Learning Outcomes	Assessment Criteria
1. Be able to determine and set automotive business objectives.	1.1. Explain what is meant by short, medium and long term planning and its importance to the success of the automotive operation. 1.2. Explain what is meant by strategic and operational business plans and how they relate to each other. 1.3. Determine and set retail automotive business objectives linked to strategic and operational plans.
2. Be able to use management reports to inform decision making in an automotive business.	2.1. Summarise various management reports used to inform decision making within an automotive retail business. 2.2. Demonstrate how to use a given management report to inform decision making in own area of responsibility.

3. Be able to carry out market analysis to inform business planning.	3.1. Explain the principles of market analysis.
	3.2. Research sources of data and information that may assist in identifying market potential?
	3.3. Explain how relevant data and information can be used to set business objectives and budgets.
	3.4. Carry out analysis of a local automotive market taking into account:
	    a) socio-demographics
	    b) potential for retail and service sales within a given catchment area
	    c) competition
	3.5. Use market analysis carried out in AC 2.4 to inform business planning.

4. Be able to prepare a detailed plan for an automotive business that objectively guides it towards the achievement of its goals.	4.1. Explain how to structure a business plan to satisfy local market opportunity. 4.2. Describe factors that should be taken into account when preparing a plan. 4.3. Plan the physical resources required to satisfy the medium and long-term objectives of an automotive operation. 4.4. Plan the human resources required to achieve the goals of the plan. 4.5. Explain the qualities required from human resources in order to satisfy the market opportunity. 4.6. Define the profit factors the automotive retail operation and its departments can gain by performing to plan.

		4.7. Prepare, structure and explain a sales and services operating plan for an automotive business.
5.	Be able to implement a medium to long-term budget plan for an automotive business.	5.1. Explain the contents and purpose of a budget for an automotive retail business. 5.2. Explain the process for structuring a business budget for an automotive operation. 5.3. Structure and prepare a budget for the business plan addressing all departments of the automotive retail operation. 5.4. Prepare and explain strategies that will address budget and performance variances in order to achieve objectives. 5.5. Implement the plan and monitor performance against plan.
6.	Understand risk management and measure the level of risk involved in achieving the goals of a business plan.	6.1. Explain risk assessment 6.2. Explain innovation in a business plan and how it can be introduced to compliment established practice. 6.3. Assess the risk factors that may affect a business plan. 6.4. Plan business strategy with due consideration for the identified risk factors. 6.5. Prepare and use management controls that will report performance and give indicators to the cause of underperformance. 6.6. Explain methods and actions that could be employed to reverse underperformances. 6.7. Explain methods used to assess and manage a performance area that exceeds budget objectives.

Assessment Guidance

NOS
CFAMN£ - Maintain financial records for your business
INSBE031 - Identify your business financial requirements
INSBE032 – Set and monitor financial targets for your business
INSBE034 – Manage cash flow in your business

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
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Coursework	Research or projects that count towards a learner's final outcome and demonstrate	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

	the skills and/or knowledge gained throughout the course	
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Business Planning in the Retail Automotive Industry

1. Be able to determine and set automotive business objectives	**Teaching will cover:**
	
	The correct meaning of short, medium and long term planning in an automotive operation to include and cover:
	  a) short-term planning usually involves processes that show results within a year
	  b) medium-term plans at results that take several years to achieve
	  c) long-term plans include the overall goals of the business set four or five years in the future and usually are based on reaching the medium-term targets
	
	The relationship business planning plays in relation to the success of an automotive operation to include and cover:
	  a) planning helps businesses set clear goals and objectives
	  b) correct allocation of resources efficiently and correctly
	  c) it helps to identify potential challenges, and develop strategies to overcome them
	
	The correct definition of strategic and operational business plans and how they relate to each other to include and cover:
	  a) strategic planning sets the overall direction and priorities for the business, guiding resource allocation and decision-making
	  b) operational planning implements the strategic plan by detailing specific actions, resources, and timelines
	
	How to set retail automotive business objectives linked to strategic and operational plans to include and cover:
	  a) define the mission and vision of the objectives
	  b) analyse internal and external factors using swot (strengths, weaknesses, opportunities, and threats) analysis.
	  c) set specific, measurable, achievable, and relevant objectives for the business
	  d) prioritise objectives and allocate resources in order for the objectives to be achieved

2. Be able to use management reports to inform decision making in an automotive business.	**Teaching will cover:**
	
	Methods used to summarise various management reports used to inform decision making within an automotive business to include and cover:
	  a) analytical reports
	  b) internal reports
	  c) operational reports
	
	The functions of management reporting to include and cover:
	  a) planning
	  b) organising
	  c) staffing
	  d) directing
	  e) controlling
	  f) coordinating
	  g) reporting
	
	How to use a management report to inform decision making to include and cover:
	  a) identifying trends in the business
	  b) analysing trends in KPIs
	  c) highlighting and addressing operational challenges and risks
	  d) improving accountability
	  e) it provides management with the necessary information to make informed decisions

		f) It ensures that all departments are aligned with the overall strategic goals and objectives of the business
3.	Be able to carry out market analysis to inform business planning.	**Teaching will cover:** The principles and the meaning of market analysis to include and cover: a) an examination of factors like market size, competitors, pricing, and customers b) product/service c) pricing d) location e) promotion f) people g) process h) evidence Correct analysis of market potential to include and cover: a) assessment of the catchment area b) market share potential for departments within the business c) the type of data available to assist with the assessment of market potential d) correct location e) the assessment and the monitoring of actual market penetration such as vehicle sales, hours sold and parts sold, etc. Methods used to research sources of data and information that may assist in identifying market potential to include and cover: a) define and identify potential consumers b) research any competitors c) understand external and internal factors d) stay up to date on trends How to use relevant data and information to set business objectives and budgets to include and cover: a) identification of data sources b) organise and visualize data c) analyse and interpret data d) set budget goals and objectives e) monitor and evaluate budget performance f) adjust and update the budget as needed How to carry out an analysis of a local automotive market to include and cover: a) socio-demographics b) potential for retail and service sales within a given catchment area c) Use of market analysis How to use market analysis carried out to inform business planning.

4.	Be able to prepare a detailed plan for an automotive business that objectively guides it towards the achievement of its goals.	**Teaching will cover:**
		
		How to structure a business plan to include and cover:
		   a) the importance for the development of a budget to support a business plan
		   b) the correct structure of a budget
		   c) the important role of statistics and facts when planning a budget
		   d) the correct justification of facts, projections and figures
		   e) the correct structuring and detail contained within the budget documentation
		
		Factors that should be considered when preparing a plan to include and cover:
		   a) summary of the plan
		   b) description of the business
		   c) the market or area the business will operate in
		   d) a SWOT analysis
		   e) management team and personnel
		   f) the products or services offered
		   g) marketing plan
		   h) a financial plan
		
		The physical resources required to satisfy the medium and long-term objectives of an automotive operation to include and cover:
		   a) premises
		   b) up to date tools/equipment
		   c) consumables
		   d) inventory
		   e) computer hardware and networks
		   f) storage facilities
		   g) vehicles
		   h) environmental resources
		
		The qualities required from human resources to satisfy the market opportunity to include and cover:
		   a) IT skills
		   b) practical ability
		   c) problem solving
		   d) good communication skills
		   e) good organizational skills
		   f) active listening
		   g) leadership skills
		   h) adaptability
		   i) strategic thinking
		   j) multitasking
		   k) conflict resolution
		
		The profit factors the automotive operation, and its departments can gain by performing to plan to include and cover:
		   a) helps to predict problems
		   b) provides a valuation for the business
		   c) provides guidance for the business
		   d) provides the business with the best chance of success
		   e) determines the success of the business
		   f) provides an understanding of the market
		   g) secures funding
		   h) correct allocation of resources
		   i) identify opportunities
		
		How to correctly prepare, structure and explain a sales and services operating plan.

The profit factors an automotive operation and its departments can gain by performing to plan to include and cover:
- a) it helps to forecast future business steps
- b) it is required if the business needs to apply for credit
- c) it helps you to identify future cash flow issues/problems
- d) it helps management to allocate resources
- e) better understanding of competition
- f) securing of talent

| 5. | Be able to implement a medium to long-term budget plan for an automotive business. | **Teaching will cover:**

The contents and purpose of a budget plan to include and cover:
a) correct management of money/finances
b) allocation of appropriate resources to projects
c) monitoring performance
d) helps meet objectives
e) improves decision making
f) identify problems before they occur
g) plans for the future
h) increase in staff motivation

The process and factors to consider when structuring a business budget for an automotive operation to include and cover:
a) projected revenue and revenue streams
b) fixed costs
c) variable costs
d) one-time costs and unexpected expenses
e) cash flow management
f) profit margins and financial goals/objectives

How to structure and prepare a budget for the business plan addressing all departments of the automotive retail operation to include and cover:
a) estimation of revenue
b) cash flow management
c) determine expenses
d) gather financial information
e) review budget
f) determine financial goals
g) prioritise expenses
h) analyse costs
i) consider compliance and legal costs
j) factor in emergency or contingency fund

strategies that will address budget and performance variances to achieve objectives to include and cover:
a) review the existing budget and understand expectations
b) set realistic goals
c) update the old budget or develop a new one
d) track progress
e) revisit the budget and seek guidance if necessary

Methods used to Implement the plan and monitor performance against plan |
| 6. | Understand risk management and measure the level of risk involved in achieving the goals of a business plan. | **Teaching will cover:**

The correct definition of risk assessment in relation to management and the achievement of goals within a business plan

Innovation in a business plan and how it can be introduced to complement established practice to include and cover: |

| | | a) | The transformation of new and creative ideas into new solutions that drive business growth, improve efficiency, and meet customers' changing needs. |
| | | b) | It improves decision-making and problem-solving across the business |

The risk factors that may affect a business plan to include and cover:
   a) operational risks
   b) legal risk
   c) financial risk
   d) competition
   e) economic factors
   f) IT security
   g) environmental factors
   h) human resource constraints
   i) poor relationship with customers/suppliers

How to plan a business strategy with due consideration for the identified risk factors to include and cover:
   a) creation and development of a risk management plan
   b) develop a risk culture
   c) engage key stakeholders
   d) create appropriate risk management policies
   e) correct communication

Methods used to prepare and use management controls that will report performance and give indicators to the cause of underperformance.

Methods and actions that could be employed to reverse underperformances to include and cover:
   a) set and track key performance indicators (kpis)
   b) improve operational efficiency
   c) invest in employee development
   d) build stronger relationships with customers
   e) implement a data-driven decision-making process
   f) manage risk effectively
   g) build a strong business culture

Explain methods used to assess and manage a performance area that exceeds budget objectives to include and cover:
   a) figure out why the area is over budget
   b) assess the damage caused by exceeding budget
   c) adopt a spending freeze
   d) earn more money
   e) update the budget

10.9   Automotive Retail Business Finance

Title	Automotive Retail Business Finance
Level	Five
Credit Value	6
Guided Learning Hours (GLH)	36
OCN NI Unit Code	CBG831
Unit Reference No	R/651/7772
Learn Direct Code	AB1

Unit purpose and aim(s): This unit will enable the learner to understand business finance in automotive retail businesses.

Learning Outcomes	Assessment Criteria
1. Be able to monitor and control finances in an automotive retail business.	1.1. Explain how revenue is generated and impacts on a business's profit and growth. 1.2. Summarise key business finance terms and how they apply to automotive retail context. 1.3. Summarise and demonstrate the use of the main financial aids used in an automotive retail business to monitor and control finances.
2. Be able to use management accounts to manage the finances of an automotive retail business.	2.1. Explain the different functions of management accounts and financial accounts and how they relate to the financial status of an automotive retail business. 2.2. Describe how operational management decisions may impact on the financial stability and profitability of the business. 2.3. Interpret and use management accounts to manage the finances of an automotive retail business effectively.
3. Be able to develop a financial strategy to enhance the profitability of an automotive retail operation.	3.1. Identify and explain the factors of an automotive retail operation that influence the financial status of the business. 3.2. Explain how vehicle and replacement parts stock management directly influence the financial status of the business. 3.3. Explain how customer and supplier credit arrangements directly influence the financial status of the business. 3.4. Develop a financial strategy that addresses the areas identified in AC 3.1, 3.2 and 3.3 to maximise the potential profit of a given automotive retail business.
4. Be able to manage business performance issues.	4.1. Summarise the main risks impacting on the business performance associated with an automotive retail operation, including: a) how they can be identified b) how they can be mitigated 4.2. Evaluate a given business performance issue and develop a plan to address these including delegation of tasks where appropriate.
5. Be able to develop and monitor a master and operational budgets for an automotive retail business.	5.1. Explain and demonstrate what is meant by the terms master budgets and operational budgets including: a) process for development, including consultation b) how the master budget relates to business accounts c) the separation of a master budget into operational budgets

| | 5.2. Establish systems and procedures to monitor and evaluate performance against operational budgets and the master budget. |
| | 5.3. Develop a contingency plan against a potential issue arising in either the operational or master budgets developed in AC 5.1. |

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Automotive Retail Business Finance

1. Be able to monitor and control finances in an automotive retail business.	**Scope**
	
	Teaching will cover:
	
	Different types of business structure and their meaning to include and cover:
	    a) sole trader
	    b) partnership
	    c) limited companies
	    d) private limited companies
	    e) public limited companies
	    f) limited liability partnerships
	    g) social enterprises
	    h) co-operative societies
	
	How revenue is generated in the automotive retail and service sector to include and cover:
	    a) sales of service and products
	    b) government grants/schemes
	    c) financial institutional loans
	    d) share holders
	    e) overdraft
	    f) rental of any premises/space not required
	
	How the generation of finance impacts on profit and growth.
	
	The use of finance within an automotive company to include and cover:
	    a) purchase of stock
	    b) settle debt
	    c) re-invest
	    d) rental of premises/equipment
	    e) internal commitments
	    f) marketing
	    g) salaries
	
	Key business finance terms, meaning and how they relate to the automotive retail and service sector to include and cover:
	    a) assets
	    b) liabilities
	    c) cash flow
	    d) interest
	    e) accounts
	    f) balance
	    g) income
	    h) capital
	    i) debt
	    j) audit
	    k) depreciation
	    l) costs
	    m) any other relating to finance
	
	The different financial aids used in an automotive business to monitor and control finances to include and cover:
	    a) expense tracking
	    b) salary management
	    c) profit tracking
	    d) accounting reports
	    e) auditing
	    f) any other used to monitor control business finances

	2.	Be able to use management accounts to manage the finances of an automotive retail business.	**Scope**
			
			Teaching will cover:
			
			Fundamentals of finance in the automotive retail and service sector to include and cover:
			  a) what happens to money when it enters the company and emerges at the other end as a loss or profit
			  b) how finances can be used to create and generate profit and growth within the sector
			  c) how finances can be mis-allocated resulting in loss and creating company vulnerability
			  d) management role relating to the allocation of finances
			  e) how to use financial information to improve and enhance business performance and productivity
			
			How operational management decisions may impact on the financial stability and profitability of the business to include and cover:
			  a) the measurement and reaction to the 'quick ratio' formula
			  b) situations that may occur that effect the financial stability of an automotive company
			  c) practices put in place to regulate and control financial management
			  d) methods used to fund stock and services within an automotive company
			  e) methods used to control funds to maximise financial return and profit
			  f) regulation of finances to maximise return and profit
			
			How to effectively use management accounts to manage the finances of an automotive business effectively to include and cover:
			  a) the correct creation and presentation of management accounts and how they differ from financial reports
			  b) how financial reports and management accounts are related to create a foundation for a company
			  c) how to interpret and use management accounts effectively for financial analysis

	3.	Be able to develop a financial strategy to enhance the profitability of an automotive retail operation.	**Scope**
			
			Teaching will cover:
			
			Factors that influence the financial status of an automotive company to include and cover:
			  a) clear vision
			  b) effective management
			  c) correct staffing
			  d) location/premises
			  e) economics
			  f) product/service
			  g) resources
			  h) customer relations
			  i) reputation
			  j) finances
			  k) presentation of products/services
			
			How stock (parts/vehicles) stock management influence the financial viability of an automotive company to include and cover:
			  a) stock/inventory management and planning
			  b) stock storage
			  c) stock shelf life

d) seasonal factors
e) stock quantity
f) age and quality of stock (used vehicles)
g) advertising of stock
h) presentation of stock (new and used vehicles)
i) availability of stock

Methods adopted to use customer and supplier credit arrangements to directly influence the financial viability of a company in the automotive retail & service sector to include and cover:
a) use of a financial institution to purchase
b) personal contract purchase
c) hire purchase agreement
d) credit
e) lease

How to develop a financial strategy that addresses the factors that influence financial status, stock management and use of company credit to maximise the potential profit of an automotive retail and service business.

4.	Be able to manage business performance issues.	**Scope**
		
		Teaching will cover:
		
		How to identify risks that may have an impact on company performance and viability to include and cover:
		   a) how to carry out a risk assessment to measure the risk
		   b) identify if the risk is long or short term
		   c) identifying internal or external risk
		   d) correct early identification of threats to performance
		
		How risks can be mitigated to include and cover:
		   a) early detection of risk
		   b) prioritisation
		   c) determine and assess skills and resources available to overcome risk
		   d) create roles and tasks to make sure that the company priorities are achieved in identifying and assessing customer and market priorities
		   e) delegate tasks to control and minimise risk
		   f) prepare a contingency plan should the risk continue and not be addressed
		   g) carry insurance
		
		How to evaluate company performance issues and develop a plan to address these issues including delegation of tasks where appropriate.

5.	Be able to develop and monitor a master and operational budgets for an automotive retail business.	**Scope**
		
		Teaching will cover:
		
		The correct definition of a master and operational budget
		
		How to develop a master budget to achieve the financial objectives of an automotive company to include and cover:
		   a) identifying the purpose of a master and operational budget
		   b) principles of developing a master budget
		   c) sources of information used to prepare a master and operational budget
		   d) using information to produce a financial forecast

e) identifying restrictions that may limit potential financial growth and creation
f) agreement and confirmation of master and operational budget

How the creation and development of a master budget relates to business accounts to include and cover:
a) how much the company plans to spend
b) how much a company plans to make
c) how much each department within a company plans to spend each year
d) how it helps the company to plan, grow and achieve of strategic objectives
e) how it helps to prepare a detailed operating budget for the company
f) how it assists in monitoring performances and compares them against the budget plan

How to correctly create operational budgets from a master budget to include and cover:
a) the methods used to develop operational budgets from a master budget correctly
b) how to prepare an operational budget
c) correct delegation of staff and systems to manage the budget plan and see that it is implemented

The correct reviewing of performance and implementing contingencies should budget go off plan to include and cover:
a) correct measurement of performance against plan created and assessing its effect on the master budget
b) correct identification of budget performances and establishing methods of maintaining performance
c) identifying and measuring the effects of underperformance of the master budget
d) correct deployment of contingency plan should budget targets and plans fail to be implemented/achieved

How to develop a contingency plan against a potential issue arising in either the operational or master budgets developed to include and cover:
a) likelihood and severity of risk
b) prioritise risks
c) create a business impact analysis
d) draw up a plan
e) identify factors that will put plan into action
f) design an appropriate response
g) delegate responsibility clearly and fairly
h) review plan on a regular basis

10.10   Managing Automotive Staff Performance and Development

Title	Managing Automotive Staff Performance and Development
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG832
Unit Reference No	T/651/7773
Learn Direct Code	AB1
Unit purpose and aim(s): This unit will enable the learner to understand conducting constructive appraisals and planning staff development within automotive operations.	

Learning Outcomes	Assessment Criteria
1. Understand how to build a high-performance staff team.	1.1. Research and evaluate approaches to building a high-performance staff team. 1.2. Explain how to set goals and objectives to inform team development plans.
2. Be able to research, plan, prepare and conduct an effective staff appraisal meeting and subsequent actions.	2.1. Research examples of effective staff appraisal processes explaining how they contribute to performance management objectives. 2.2. Explain the importance of identifying with the employee any necessary actions, areas of performance or development to be addressed as part of staff appraisal. 2.3. Plan, prepare, conduct and record an effective staff appraisal meeting including: a) establishing agreed actions with employee, for personal development or performance improvement b) setting timescales for follow-up interviews with employee to evaluate progress
3. Be able to conduct a training needs analysis, develop a training plan and update an employee's personal development plan.	3.1. Research the principles, methods, tools and techniques used to assess knowledge, skills and personal qualities and identify learning and development needs and opportunities. 3.2. Explain how the content of a personal development plan may be implemented within an automotive operation. 3.3. Conduct an employee training needs analysis, develop a training plan and update the employee's personal development plan.
4. Be able to evaluate coaching models and give constructive feedback to staff.	4.1. Research and evaluate different coaching models. 4.2. Demonstrate how to give positive and constructive feedback in the management of staff including: a) using open and probing questioning b) using effective listening skills
5. Know how to motivate individuals and teams.	5.1. Research and evaluate approaches to motivate individuals and staff teams.
6. Be able to carry out an exit interview.	6.1. Explain the main causes of staff turnover and its impact on an automotive business. 6.2. Explain what is meant by an exit interview, including:

	a) the reasons for conducting an exit interview b) how it may be conducted effectively c) how information obtained can be used to improve staff retention 6.3. Carry out an exit interview to identify the causes of staff leaving.

Assessment Guidance
NOS
SFJPSG4.1.2 - Allocate and monitor the progress and quality of work in your area of responsibility
INSML020 – Recruit, induct and retain employees into their roles
INSML024 – Build teams and allocate work to team members
INSML025 – Manage and quality assure work in your team

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
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Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Managing Automotive Staff Performance and Development

1. Understand performance review and appraisal processes within automotive sector.	**Scope**
	
	Teaching will cover:
	
	The purpose and benefit of a performance review and appraisal carried out on employees within the automotive retail and service sector to include and cover:
	   a) it boosts employee performance
	   b) it increases employee/employer engagement
	   c) it reduces employee turnover
	   d) it improves decision-making for employers
	   e) it enhances communication between managers and employees
	   f) it informs employers of training requirements
	   g) it provides an opportunity for goal setting
	   h) giving recognition to top performers
	   i) providing feedback on management
	   j) contributes to a positive company culture
	   k) supports professional growth and development
	   l) it builds an appraisal history for every employee
	   m) it identifies any skills gap that may exist
	
	The importance of planning and providing prior support when conducting a performance review/appraisal of employees to include and cover:
	   a) importance in conducting performance reviews/appraisals in a timely basis
	   b) any legal protocols to be adhered to in the preparation, delivery and follow-through of performance review/appraisal
	   c) giving employees appropriate notice when planning performance reviews/appraisals
	   d) correct techniques and tools used to conduct performance review/appraisal
	
	The difference between a performance review and an appraisal.
	
	The topics discussed during a performance review and appraisal to include and cover:
	   a) employee performance
	   b) achievements
	   c) personal development and career progression
	   d) training development
	   e) employee strengths and weaknesses
	   f) areas for improvement
	   g) employee/employer concerns
	   h) what employers can do differently to increase productivity
	   i) concerns employees/employer may have
	   j) further training/goals employees need to undertake
	   k) any other topics that are relevant to the development of the employee and organisation
	
	When employee appraisals/performance reviews should take place and the setting in which they are done.
	
	The environment an appraisal/performance review should take place in to make the employee feel at ease.

		Importance of feedback to the employee after an appraisal/performance review is carried out. The importance of correct recording of performance review/appraisal and agreements made between employers and employees.

2.	Be able to carry out exit interviews and use information to improve staff retention.	**Scope**
		
		Teaching will cover:
		
		What is meant by an exit interview and its purpose.
		
		Causes of staff turnover to cover and include:
		    a) renumeration
		    b) work-life balance
		    c) career development
		    d) location
		    e) recognition
		    f) culture
		    g) leadership/management
		
		Implications of staff turnover on an organisation to include and cover:
		    a) loss of skills and knowledge
		    b) increase in cost due to training new staff
		    c) decrease in employee morale
		    d) reputation of organisation
		    e) struggle to find correct employees to fill gaps created by staff turnover
		
		How an exit interview can help reduce turnover to include and cover:
		    a) identifying the reason employees are leaving the organisation
		    b) correct identification of a pattern that may emerge as to why staff turnover is happening
		    c) it can identify areas of improvement to enhance employee satisfaction
		    d) it can reduce staff turnover and improve the organisations reputation
		
		How to carry out an exit interview to include and cover:
		    a) environment
		    b) people present
		    c) correct recording of interview
		    d) thanking employees for their service
		    e) feedback to employee and management

3.	Understand principles, methods, tools and techniques used in staff appraisal and performance reviews.	**Scope** **Teaching will cover:** Covered in LO1
4.	Be able to agree personal development or performance improvement actions resulting from a staff appraisal.	**Scope** **Teaching will cover:** The importance of identifying any actions/areas of improvement to be addressed by the employee in the appraisal process. The importance of the staff member agreeing to undertake any course of action identified in the appraisal process. Actions that might need to be addressed as part of the appraisal process to include and cover:

1) extra employee development or upskilling required
2) change in role/responsibility
3) setting goals
4) identify training needs
5) improve productivity
6) boost employer/employee communication and satisfaction

Any actions to be addressed by the employee and employer must be agreed and the appraisal document signed by both parties.

The use of SMART objectives when agreeing with action that needs to be addressed:
a) Specific
b) Measurable
c) Achievable
d) Realistic
e) Time

The importance of conducting follow-up interviews to make sure that the plan that was put in place is being followed through. If not, another plan may be put into place to address the actions identified in the appraisal process.

| 5. | Be able to conduct a training needs analysis, develop a training plan and update the employee's personal development plan. | **Scope**

Teaching will cover:

The principles, methods, tools and techniques used to assess employee knowledge, skills and personal qualities and identify learning and development needs and opportunities.

Methods, tools and techniques to include and cover:
a) performance reviews
b) skills assessment
c) consumer surveys and feedback
d) self-evaluation
e) interviews
f) employee surveys

The importance of personal development plans in employee development.

How a personal development plan may be implemented within the automotive retail and service sector to include and cover:
a) assess where you are at in relation to development
b) set your goals and objectives using smart objectives
c) develop strategies to achieve objectives
d) gather any resources required
e) create a timeframe to achieve objectives
f) measure the effect of training and achievement of objectives
g) track your progress

How to create and update a personal development plan. |

10.11   Managing People in Automotive Operations

Title	Managing People in Automotive Operations
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG833
Unit Reference No	Y/651/7774
Learn Direct Code	AB1

Unit purpose and aim(s): This unit enables the learner to develop managerial understanding of working with people in automotive operations.

Learning Outcomes	Assessment Criteria
1. Be able to develop positive working relationships with colleagues within automotive operations.	1.1. Evaluate a range of factors that affect colleague working relationships. 1.2. Summarise strategies that can be implemented to promote positive working relationships. 1.3. Plan and structure meetings to communicate business matters and any issues arising with both: a) team b) an individual
2. Be able to maintain motivation and positive discipline amongst colleagues.	2.1. Apply the principles of motivational strategy when working with subordinates, peers and seniors. 2.2. Explain the importance of keeping colleagues informed about the standards of conduct and performance expected of them. 2.3. Explain character variances between individuals and how this affects working relationships.
3. Be able to competently manage a situation of conflict or misconduct involving colleagues.	3.1. Explain the differences between: a) conflict b) misconduct c) gross misconduct d) unsatisfactory performance 3.2. Demonstrate ability to address a scenario involving colleague(s) and one of the circumstances given in AC 3.1. 3.3. Explain different ways to manage conflict between the following: a) individuals b) several team members
4. Understand workplace investigation processes.	4.1. Explain the need for workplace investigations and how these relate to grievances and disciplinary processes. 4.2. Research and evaluate given workplace investigations including objectives, approaches taken and their effectiveness.
5. Be able to demonstrate investigation skills and produce a workplace investigation report.	5.1. Demonstrate key investigation skills while conducting a given workplace investigation including: a) effective communication skills b) questioning c) planning d) fact finding 5.2. Produce a clear, concise and objective workplace investigation report including appropriate recommendations.

6. Be able to utilise individual and team strengths in automotive operations.	6.1. Identify the following qualities the individuals within own team possess and how these qualities bring strength and positivity to the team: a) expertise b) knowledge c) skills d) attitudes 6.2. Explain skill sets and map these to differing roles within own team.
7. Be able to identify development needs from work performance in automotive operations.	7.1. Identify skill gaps and provide training solutions to meet the needs. 7.2. Gather and check information required to identify problems with work performance. 7.3. Evaluate current procedures for managing people and their performance in their area of responsibility and identify areas of weakness in the system.

Assessment Guidance
NOS
INSBE019 - Identify and secure the required skills for your business enterprise
INSBE021 – Monitor staff performance in your business
INSBE022 – Develop employees for your business
INSML031 – Develop and sustain working relationships with colleagues and stakeholders
INSML033 – Manage conflicts in the work environment
IMICA03 – Maintain working relationships in the motor vehicle environment

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Managing People in Automotive Operations

1. Be able to develop positive working relationships with colleagues within automotive operations.	**Scope**
	
	Teaching will cover:
	
	Benefits of positive working relationships within a company to include and cover:
	   a) it promotes collaboration between employees and management
	   b) boosts staff morale
	   c) increased productivity within the company
	   d) promotes transfer of knowledge and skills
	   e) maintains and increases employee retention
	   f) benefits mental health in the workplace
	
	Factors and aspects that provide positive colleague working relationships in the automotive sector to include and cover:
	   a) showing and demonstrating respect and trust
	   b) having consideration for others
	   c) honesty
	   d) demonstrating an interest in others
	   e) providing correct direction
	   f) promoting and recognising the achievements of others
	   g) good communication
	   h) establishing standards
	
	Factors that affect colleague working relationships to include and cover:
	   a) poor communication
	   b) lack of empathy
	   c) mistrust
	   d) lack of trust and respect
	   e) gossiping
	   f) excessive workload
	   g) lack of motivation
	
	Strategies that can be adopted to promote positive working relationships in the automotive sector to include and cover:
	   a) developing trust and respect
	   b) good constructive communication
	   c) understanding of colleagues needs
	   d) offer support to each other
	   e) appreciation of colleagues
	   f) active listening
	   g) communicate often and clearly
	
	How to structure and plan meetings to communicate matters and issues arising to include and cover:
	   a) have a clear agenda
	   b) clarify meeting objectives
	   c) allow time for discussion
	   d) chose a time that suits all
	   e) follow the agenda
	   f) allow flexibility
	   g) discuss issues or challenges
	   h) allow time and address all questions
	   i) celebrate and recognise achievements and accomplishments

2. Be able to maintain motivation and positive discipline amongst colleagues.	**Scope** **Teaching will cover:**

The importance of employee motivation within the automotive sector.

Meaning of the two different types of motivation to include and cover:
  a) intrinsic
  b) extrinsic

The different principles of motivation used in the automotive sector to include and cover:
  a) employees have a sense of purpose
  b) employees feel they belong to the company and contribute to its success
  c) positive working environment
  d) autonomy
  e) provide paths to advancement within the company
  f) employees are given the opportunity to develop their knowledge/skills

How effective and constructive leadership influence staff motivation to include and cover:
  a) positive leadership and motivation work together to boost productivity and achieve company objectives
  b) motivated staff perform better and develop professionally

The importance of company standards and why they should be upheld and followed to include and cover:
  a) it provides a safe place of work
  b) higher employee productivity
  c) protection of staff/employees
  d) reduced risks
  e) legal obligations
  f) fewer accidents
  g) it reduces absenteeism and improves retention

The importance of keeping colleagues and staff informed about standards expected of them.

Differences in character traits between individuals and there meaning to include and cover:
  a) creativeness
  b) honesty
  c) courageous
  d) loyalty
  e) resilience
  f) persistence
  g) flexibility
  h) discipline
  i) patience
  j) ambitious
  k) compassionate
  l) conscientious
  m) humbleness
  n) integrity

Why different character traits are important on the workplace.

How different character traits affect working relationships.

3.	Be able to competently manage a situation of conflict or misconduct involving colleagues.	**Scope** **Teaching will cover:**

The correct definition of workplace conflict, misconduct, gross misconduct and unsatisfactory performance.

Causes of conflict in the workplace to include and cover:
- a) poor management
- b) unfair treatment
- c) unclear job roles
- d) inadequate training
- e) inadequate communication
- f) inadequate working environment
- g) lack of equal opportunities
- h) bullying and harassment
- i) personality clashes
- j) unrealistic expectations
- k) unresolved issues

Difference between misconduct and gross misconduct.

Examples of misconduct of staff in the automotive sector to include and cover:
- a) bullying
- b) harassment
- c) refusing to work
- d) poor attendance/timekeeping
- e) not following company rules/policies
- f) abuse of power
- g) damage to goods or property
- h) health and safety breaches

Examples of gross misconduct of staff in the automotive sector to include and cover:
- a) theft
- b) physical violence
- c) fraud
- d) serious health safety breaches
- e) persistent rule and policy violation
- f) falsifying documentation
- g) gross negligence
- h) persistent poor attendance/time keeping
- i) use of illegal drugs or alcohol

Examples of poor performance in the automotive sector to include and cover:
- a) missing deadlines
- b) poor workmanship
- c) lack of skills/knowledge
- d) reduced motivation
- e) creates conflicts
- f) blames others for own faults
- g) having preventable accidents
- h) being unable to take feedback on board
- i) personal issues
- j) inadequate quality of work

The effects misconduct, gross misconduct and poor performance has on a company within the automotive sector to include and cover:
- a) increased cost to company
- b) low staff morale
- c) loss of trust
- d) reduced retention
- e) damage company reputation

How to address misconduct, gross misconduct and poor performance within the automotive sector to include and cover:
- a) correctly investigate the matter that has taken place correctly
- b) gather evidence
- c) seek legal advice if required
- d) determine if the incident constitutes misconduct, gross misconduct or poor performance
- e) have a disciplinary policy in place and all staff are made aware of it
- f) follow the disciplinary procedure as stated within the policy
- g) take the necessary action according to the disciplinary policy
- h) maintain all documentation
- i) provide clear communication
- j) provide alternative resolutions if applicable
- k) inform the employee of their right to appeal a decision

How to manage conflict between individuals and team members to include and cover:
- a) listen to everyone
- b) acknowledge the conflict
- c) speak to team members individually
- d) define the problem/issue causing the conflict
- e) stay calm
- f) do a conflict risk assessment
- g) develop a plan
- h) think about underlying issues that may cause conflict
- i) lead by example
- j) work together
- k) remind others of the company code of conduct and mission statement

4.	Understand workplace investigation processes.	**Teaching will cover:** The need for workplace investigations for companies operating within in the automotive sector to include and cover: a) protection of the company's reputation and integrity b) identify the type of misconduct that took place c) requirement of follow their own policies d) it ensures all facts surrounding the case are heard e) reduces the chance of unfair dismissal taking place f) reduces the chance of a legal case taken against the company and individuals How the need for workplace investigations relate to grievances and the disciplinary processes to include and cover: a) requirement to determine if misconduct took place b) determine what type of misconduct took place c) gather and assess the facts of the grievance d) it ensures a fair and impartial investigation take place e) employers follow their disciplinary procedure set out within the company policy f) it ensures that employers act within the law when investigating misconduct and carrying out their disciplinary procedures on staff and employees The effectiveness of workplace investigations to include and cover: a) establishing the facts of the case b) ensuring fairness c) protecting the company legally d) helping resolve conflict

| 5. | Be able to demonstrate investigation skills and produce a workplace investigation report. | **Scope**

Teaching will cover:

Investigation skills when conducting a workplace investigation to include and cover:
    a) the facts
    b) ability to plan investigation
    c) listen to all parties
    d) communicate to all parties
    e) ability to follow workplace policies
    f) remain impartial throughout the process
    g) plan the investigation to take place
    h) problem solving skills
    i) ability to ask and answer questions
    j) have appropriate research and fact-finding skills

Common flaws in workplace investigations to include and cover:
    a) poor planning
    b) lack of impartiality
    c) inadequate evidence/fact gathering
    d) failure to follow company policies
    e) bias or conflicts of interest

The risks of inadequate investigations of misconduct in the workplace to include and cover:
    a) damage to company reputation
    b) creation of toxic atmosphere within company
    c) risk of discrimination claims
    d) increase cost to company
    e) privacy/GDPR claims
    f) defamation claim
    g) loss of earnings claim
    h) wrongful/unlawful dismissal claim

How to conduct a workplace investigation and report on recommendations. |
| 6. | Be able to utilise individual and team strengths in automotive operations. | **Teaching will cover:**

The benefits of utilising the strength and character of people.

Methods used to identify strengths of individuals working in the automotive sector to include and cover:
    a) qualifications gained
    b) experience
    c) past/current success
    d) feedback from peers and past employers
    e) assessment tests

Methods used to identify strengths of groups working in the automotive sector to include and cover:
    a) request feedback from the group or talk to members individually
    b) observe their behaviour indifferent situations
    c) use the SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) to evaluate group members
    d) provide opportunities such as taking on new roles or offer training and assess feedback

How individual and group qualities benefit a company to include and cover:
    a) encourages healthier working relationships
    b) improves productivity |

c) increases self-esteem
d) improves job satisfaction
e) it builds trust within the company
f) it results with fewer complaints
g) it strengthens the brand/company

How to map skills set and map these to different roles within teams in the automotive sector to cover and include:
a) management
b) reception
c) sales (parts/cars/services)
d) advisors
e) technicians
f) apprentices

7.	Be able to identify development needs from work performance in automotive operations.	**Teaching will cover:** Methods used to identify skills gap within a group or individual to include and cover: a) use of key performance indicators (KPI) to measure performance b) carry out employee assessments c) 360-degree reviews d) observations e) performance benchmarking Methods used to provide solutions to skills gaps to include and cover: a) investment in resources b) upskilling and relevant training c) mentoring d) foster educational partnerships Methods used and information required in order to identify with performance to include and cover: a) know the expectations that are expected b) monitor progress of individual/group c) observe and listen to feedback d) observe behaviour of individual/group e) talk to individual/group and peers f) compare objectives achieved to the objectives that were set Methods used to evaluate current procedures for managing people and their performance in their area of responsibility and identify areas of weakness in the system.

10.12 Planning and Budgeting in Automotive Operations

Title	Planning and Budgeting in Automotive Operations
Level	Five
Credit Value	5
Guided Learning Hours (GLH)	30
OCN NI Unit Code	CBG834
Unit Reference No	A/651/7775
Learn Direct Code	AB1

Unit purpose and aim(s): This unit will enable the learner to understand the role and importance of budgets in an automotive business. The learner will also understand how to develop and monitor a budget.

Learning Outcomes	Assessment Criteria
1. Understand financial planning, terms, reporting obligations and methods for an automotive business finance.	1.1. Explain the financial planning process used in an automotive business. 1.2. List the key financial terms frequently used in automotive business finance. 1.3. Explain the methods frequently used for recording financial information and maintaining financial records. 1.4. Explain the key statutory financial obligations an automotive business must report.
2. Be able to analyse financial performance of an automotive business department.	2.1. Explain the purpose and format of the main financial reports used in automotive business finance. 2.2. Analyse the financial performance of a given automotive business department or area, explaining how this informs decision making.
3. Be able to produce an automotive operation department budget.	3.1. Explain the purpose of budgetary systems and how it supports automotive business financial planning. 3.2. Research and explain the budgeting cycle of a given automotive business department. 3.3. Develop a structured budget based on appropriate information to include: a) goals b) targets c) objectives
4. Be able to use a budget to measure, report on and correct business performance in an automotive business department.	4.1. Use the budget developed in AC 3.3 to monitor and control financial performance for the given automotive business department. 4.2. Analyse any risks associated with the budget developed in AC 3.3. 4.3. Analyse the main causes of any potential variances against the budget and any corrective actions that may be utilised to address identified variances.

Assessment Guidance
NOS
INSML037 – Manage budgets
INSML036 – Manage financial resources
INSBE032 – Set and monitor financial targets for your business

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcome	Unit title: Planning and Budgeting in Automotive Operations

1. Understand financial planning, terms, reporting obligations and methods for an automotive business finance.	**Scope**
	
	Teaching will cover:
	
	The correct definition of the planning process in business.
	
	The financial planning process used within a company in the automotive sector to include and cover:
	   a) an understanding of the financial situation of the company
	   b) identify and set goals and objectives to be achieved by financial planning
	   c) analyse the company's current course of action
	   d) present the financial plan
	   e) implement the plan
	   f) monitor the progress of the plan and update if necessary
	
	Internal factors that may affect the financial plan to include and cover:
	   a) company performance over this past number of years
	   b) decisions made by company and financial impact
	   c) future company plans
	   d) past, current and future market trends
	   e) amount of revenue forecasted
	   f) expenses and costs
	
	External factors that may affect the financial plan to include and cover:
	   a) interest rates
	   b) inflation
	   c) economic factors
	   d) competition
	   e) brand targets/objectives
	
	Implications resulting from poor financial planning to include and cover:
	   a) missed opportunities
	   b) excess and unnecessary stress
	   c) financial insecurity
	   d) high debt accumulation
	   e) unmanageable financial obligations
	   f) damage to reputation/image
	   g) insufficient cash reserves
	   h) bad credit rating
	   i) inability to pay staff/suppliers
	   j) closure of company
	
	Key financial terms used in the automotive sector and their meaning to include and cover:
	   a) cash flow
	   b) revenue
	   c) fixed assets (tangible, intangible)
	   d) costs
	   e) liabilities
	   f) overheads
	   g) turnover
	   h) depreciation
	   i) expenses
	   j) tax
	   k) value added tax (VAT)
	   l) sales
	   m) working capital
	   n) gross, net, operating and direct profit

o) loss
p) balance
q) accounts
r) annual percentage rate (APR)
s) credit
t) income

Methods used to record financial information in business to include and cover:
a) balance sheets/statements
b) income statements
c) cash flow statements
d) sales invoices
e) purchase invoices
f) expense receipts
g) bank statements

Correct methods used to store and maintain financial records.

Key statutory financial obligations an automotive business must report and record to include and cover:
a) accounting records
b) tax paid and obligations
c) they must comply with employment laws
d) they must adhere to government regulations (GDPR, anti-money laundering etc.)

2.	Be able to analyse financial performance of an automotive business department.	**Scope** **Teaching will cover:** The correct definition and purpose of a financial report and its uses. Reason financial statements are important to include and cover: a) manage your cash flow b) track company performance c) comply with tax and reporting requirements d) assessing financial health of the company e) attract investors and secure loans f) make informed decisions that will grow company g) account management Different types of financial reports used in the automotive sector to include and cover: a) balance sheets (summarises the financial state of a company at a point in time) b) profit and loss statement (shows how much the company has spent and earned over a specified time) c) cash flow statement (shows where a company's money is coming from and where it's going) d) statement of changes in equity (shows how much money the business keeps) How to use financial statements to analyse a company to include and cover: a) track growth trends b) monitor expenses c) evaluate profitability d) assess liquidity e) evaluate company's solvency f) track asset management

How to successfully analyse the financial performance of an area or department within an automotive company and how it influences decision making to include and cover:
  a) car sales (new/used)
  b) service department
  c) valet department
  d) parts department
  e) after sales department
  f) reception
  g) marketing
  h) customer service department

3.	Be able to produce an automotive operation department budget.	**Scope**
		
		Teaching will cover:
		
		The purpose of a budgetary system for a company working within the automotive sector and how it supports financial planning to include and cover:
		  a) mitigation against overspending
		  b) maintenance of financial discipline within the company
		  c) establishing accountability
		  d) help create financial stability
		  e) set business goals and objectives
		  f) anticipate financial issues
		  g) achieve financial funding
		
		Different types of business budgets to include and cover:
		  a) master budget
		  b) cash budget
		  c) static budget
		  d) operating budget
		  e) labour budget
		  f) financial budget
		
		The budgeting cycle for an area or department within an automotive company to include and cover:
		  a) budget preparation
		  b) budget approval
		  c) budget execution
		  d) budget evaluation
		
		How to create and develop a structured budget based on information to include and cover:
		  a) planned goals
		  b) targets
		  c) objectives for the budget
		
		How to prepare a budget for a department within an automotive company to include and cover:
		  a) the importance of correct budgeting
		  b) the different types of budgets that may be required
		  c) processes involved with producing a departmental budget
		  d) correct location of information and data to be used to create a budget
		  e) justification of the budget
		  f) internal and external factors that may affect budget planning
		  g) consultation of colleagues when preparing a budget
		  h) assess any risks identified when planning a departmental budget

| 4. | Be able to use a budget to measure, report on and correct business performance in an automotive business department. | **Scope**

Teaching will cover:

The meaning of key performance indicators (KPIs) and how they can be used to measure company performance to include and cover:
    a) using KPIs to gauge departmental performance
    b) using KPIs in the regulation and management of departmental operations

How to use a budget to achieve departmental goals and objectives to include and cover:
    a) the information contained within a departmental budget
    b) how to use management information and where to source such information
    c) how to cross reference management reports and budget
    d) how to measure and control progress towards goals and objective achievement
    e) how to identify any causes of company under and over performance from management and budget information

How to correctly manage and adjust a budget to include and cover:
    a) how to correctly justify a change in budget
    b) how to use a budget to monitor departmental activity and progress
    c) how to confirm a budget with management
    d) the reasons for not adjusting a budget unless it is required
    e) factors that may trigger a budget change

How to analyse any risks related to budget development.

Common challenges in creating and sticking to a budget to include and cover:
    a) inaccuracies in the data or information
    b) lack of modifying budget
    c) excessive focus on financial outcome
    d) lack of time to create a budget
    e) unwillingness by company to change expenditure habits

The main causes for a change in a budget or budget planning to include and cover:
    a) the costs within the budgeting plan fall short or exceed what is required to achieve objectives set out in the budget plan
    b) planned activity did not occur when expected
    c) change in planned activity that was set out in the plan
    d) error/omission relating to the plan

Corrective actions that may be utilised to identify and address any variances identified to include and cover:
    a) implement corrective actions to address the variances
    b) identify the root cause of the variance
    c) prioritise the variances that need corrective action
    d) focus on the variances that have the most impact on your key performance indicators (KPIs)
    e) identify the potential corrective actions that can address the variances and evaluate their advantages/disadvantages
    f) choose the best corrective actions and implement them
    g) conduct regular reviews to ensure continuous improvement
    h) monitor and evaluate progress |

11. Quality Assurance of Centre Performance

11.1   Internal Quality Assurance

When delivering and assessing this qualification, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within this qualification must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2   Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure appropriate internal quality assurance processes are carried out. The Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Quality Assurer must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and Internal Quality Assurance team needs to keep effective records.

- The programme must have an assessment and Internal Quality Assurance plan. When producing a plan, they should consider:
  - the time required for training and standardisation activities
  - the time available to undertake teaching and carry out assessment,
  - consider when learners may complete assessments and when quality assurance will take place
  - the completion dates for different assessment tasks
  - the date by which the assignment needs to be internally verified
  - sampling strategies
  - how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
  - how resubmission opportunities can be scheduled.

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website:

- A1 – Learner Assessment Record per Learner
- Learner Authentication Declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurer is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of this qualification. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and Internal Quality Assurance

Centres offering this qualification must carry out internal standardisation activities prior to the claim for certification.

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal Quality Assurer documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for this qualification within 20 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheet.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through OCN NI

12.3 Charges

OCN NI publishes all up-to-date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5   Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

OCN NI Level 5 Diploma in Automotive Management
Qualification Number: 610/6489/0

Operational start date: 01/10/2025
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12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
Analyse	To examine a subject systematically by breaking it into component parts, identifying relationships between elements, and explaining how these parts contribute to the overall meaning or function	The learner will be expected to break down the subject into its key components or constituent parts to understand its structure. Examine relationships between these different elements to identify patterns, connections, or dependencies. Investigate causes and effects to understand how different factors influence outcomes. Compare and contrast different aspects to highlight similarities, differences, and significance. Evaluate the importance of each component in relation to the whole system or concept. Draw evidence-based conclusions about how the individual parts work together to create the overall meaning, purpose, or function. Consider multiple perspectives to provide a comprehensive understanding of the subject's complexity and nuances.
Apply	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to comprehend the information, items, or equipment they are required to use. This involves understanding the purpose, function, and relevance of the resources. The learner must carry out tasks using the information, items, or equipment to produce specific results. This involves following procedures accurately and demonstrating the ability to use resources effectively. The learner uses the resources to address challenges and find solutions. This involves applying knowledge and skills in practical scenarios to overcome obstacles and achieve goals. The learner integrates the information, items, or equipment into their workflow or understanding. This involves combining various resources to create coherent and effective outcomes. The learner demonstrates efficiency in using the resources, minimising

		waste and maximising effectiveness. This involves planning, organising, and executing tasks in a streamlined manner.
Assess	Make an informed judgment in line with given criteria regarding a range of given things or information.	The learner will be expected to actively demonstrate their ability to evaluate and reflect on various aspects of their work be it academic work, job performance or personal goals.
Carry out	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to comprehend the information, items, or equipment they are required to use. This involves understanding the purpose, function, and relevance of the resources. The learner must carry out tasks using the information, items, or equipment to produce specific results. This involves following procedures accurately and demonstrating the ability to use resources effectively. The learner uses the resources to address challenges and find solutions. This involves applying knowledge and skills in practical scenarios to overcome obstacles and achieve goals. The learner integrates the information, items, or equipment into their workflow or understanding. This involves combining various resources to create coherent and effective outcomes. The learner demonstrates efficiency in using the resources, minimising waste and maximising effectiveness. This involves planning, organising, and executing tasks in a streamlined manner.
Categorise	To organise or arrange things into specific groups or classes based on shared characteristics or criteria.	The learner would be expected to identify groups or classifications based on shared features and demonstrate how items or concepts fit into those categories. The learner should understand what needs to be categorised—this could be ideas, data, objects, or concepts. Clear and logical criteria for forming the categories would need to be established; sorting the items accurately into the appropriate categories based on the chosen criteria, ensuring no overlaps or misplacements. The learner may need to explain why they categorised things in a particular way, demonstrating their understanding of the topic.
Classify	To arrange or organise items, information, or concepts into categories or groups based on shared characteristics or criteria.	The learner will be expected to sort things in a systematic way to better understand their relationships and distinctions. This logistical process

		will help make information more manageable and easier to analyse or retrieve.
Conduct	To lead, guide, direct, or manage an activity, operation, or situation.	The learner would need to demonstrate their ability to lead, guide, or manage an activity or process effectively. They may need to conduct a meeting, which requires them to organise, lead, and facilitate a meeting. The learner may need to conduct a survey which requires them to oversee and manage the process of gathering information through a survey.
Critically evaluate	To examine something in depth by weighing up its strengths and weaknesses, considering different perspectives, and making a reasoned judgment based on evidence.	The learner is expected to explore both sides and present arguments for and against or highlight strengths and limitations. They should use evidence such as theories, research, or real-world examples, that supports points made, taking into consideration how reliable or valid the sources are. The learner should make a well-justified judgment or verdict based on analysis.
Create	To bring something into existence through actions.	The learner will be expected to demonstrate their ability to generate something new and original, reflecting their understanding and application of the subject matter. This may be in the context of planning and designing for example.
Demonstrate	To undertake an activity on a system or process showing complex skills and knowledge in more than one familiar and unfamiliar area and/or contexts.	The learner will be expected to demonstrate how to use tools, equipment, applications or follow a specific process, which may be complex, requiring them to apply high level theoretical knowledge or skills in real-world scenarios to demonstrate competency and practical understanding in both familiar and unfamiliar areas and / or contexts.
Develop	To create, refine, and advance an item, process, or algorithm from initial concept to a functional and optimised solution.	The learner will be expected to generate an initial concept or idea for the item, process, or algorithm. This involves identifying a problem or need and proposing an innovative solution. The learner conducts thorough research and analysis to inform the development process. This includes gathering relevant information, studying existing solutions, and understanding the requirements and constraints. The learner creates detailed designs and plans for the development. This

		includes outlining the structure, components, and steps required to bring the concept to fruition. The learner implements the design by constructing the item, executing the process, or coding the algorithm. This involves practical application of skills and knowledge to develop a functional solution. The learner tests and evaluates the developed solution to ensure it meets the desired objectives and performs as expected. This involves identifying and addressing any issues or deficiencies. The learner refines and optimises the developed solution based on feedback and test results. This involves making improvements to enhance performance, efficiency, and effectiveness. The learner documents the development process, including the initial concept, research, design, implementation, testing, and refinements. This ensures clarity and traceability.
Distinguish	To recognise or highlight the differences between two or more things, concepts, or elements. It involves identifying unique characteristics or features that set them apart from one another. Essentially, it is about making clear distinctions.	The learner would need to clearly identify and explain the differences between two or more subjects, concepts, or elements. The learner should systematically compare and contrast the subjects, highlighting specific differences possibly using diagrams or charts to make the distinctions clearer.
Enter	To input, record, or insert information into a specific format, system, or location, often following a set of rules or structure.	It's a practical, task-based verb, focused on precision and correct placement rather than explanation or analysis. The learner would be expected to insert data or text into a form, table, spreadsheet, database, or document using formatting or placement instructions (e.g. correct column, field, or section) and ensuring accuracy and completeness of the information being entered.
Establish	To identify, verify, and substantiate information or facts with evidence to ensure accuracy and reliability	The learner will be expected to locate and identify relevant information or facts that are pertinent to the task or problem at hand. This involves discerning what information is needed and where it can be found. The learner must confirm the accuracy and validity of the identified information or facts. This involves cross-referencing with reliable sources, checking for consistency, and ensuring that the information is

		credible. The learner must provide evidence to support the established information or facts. This involves presenting data, references, or documentation that backs up the claims made.
Evaluate	To make reasoned judgements about the value, effectiveness, or significance of a subject by weighing evidence, assessing strengths and weaknesses, and reaching supported conclusions.	The learner will be expected to make the subject clear by presenting information in a logical, structured way that others can easily understand. Give reasons for why something happens, exists, or is done in a particular way, using evidence to support your explanations. Set out purposes by identifying the aims, objectives, or goals behind actions, decisions, or processes. Show cause and effect relationships to demonstrate how one factor leads to or influences another. Use appropriate terminology accurately to ensure explanation is precise and professional. Provide step-by-step processes when describing how something works or should be carried out. Justify reasoning by offering logical arguments and evidence to support points. Connect theory to practice by showing how underlying principles apply in real situations. Anticipate questions an audience might have and address potential areas of confusion or misunderstanding.
Explain	Make clear a given subject matter and / or give reasons for the procedure in a given situation or regarding a given subject matter. Set out purposes or reasons to rationalise a response or action.	The learner will be expected to make the subject clear by presenting information in a logical, structured way that others can easily understand. Give reasons for why something happens, exists, or is done in a particular way, using evidence to support your explanations. Set out purposes by identifying the aims, objectives, or goals behind actions, decisions, or processes. Show cause and effect relationships to demonstrate how one factor leads to or influences another. Use appropriate terminology accurately to ensure explanation is precise and professional. Provide step-by-step processes when describing how something works or should be carried out. Justify reasoning by offering logical arguments and evidence to support points. Connect theory to practice by showing how underlying principles apply in real situations.

		Anticipate questions an audience might have and address potential areas of confusion or misunderstanding.
Format	To arrange or organise information in a specific structure, layout, or style, often according to given guidelines or conventions. This could be a report, table, letter, presentation, or another required layout.	A learner is expected to present information in a specific structure or layout, following any given instructions. They should select the correct structure, such as a report, letter, table, presentation, or another required format. The final product should be neat, professional, and easy to follow using the correct formatting within the structure of the document.
Gather	To collect or bring together information, data, or evidence from various sources, often in preparation for analysis, discussion, or decision-making.	A learner is expected to actively collect relevant information, evidence, or data from appropriate sources—often as a preparatory step for a more in-depth task like analysis, evaluation, or presentation. This could include books, articles, interviews, observations, surveys, or digital resources. They should focus on quality and relevance and gather enough to meet the criterion without being overwhelmed.
Identify	To select and list appropriate items from information that you have been given or collected.	The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of data, information or items. The learner should be able demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail.
Implement	To effectively carry out and execute processes, procedures, or plans, ensuring they are completed as intended.	The learner will be expected to have a clear comprehension of the process or procedure to be implemented. This involves understanding the steps, objectives, and expected outcomes. The learner must develop a plan to execute the process. This involves organising resources, setting timelines, and preparing for potential challenges. The learner must carry out the process according to the plan. This involves following the steps meticulously and ensuring that each action is performed correctly.

Interpret	To analyse, explain, and make sense of information to enhance understanding and inform decisions or actions.	The learner will be expected to comprehend the information being interpreted. This involves understanding the content, context, and relevance of the information. The learner analyses the information to identify key points, patterns, and relationships. This involves breaking down complex information into manageable parts and examining it critically. The learner explains the information in a clear and coherent manner. This involves communicating the meaning, implications, and significance of the information to others. The learner places the information within the appropriate context. This involves understanding how the information relates to broader concepts, situations, or fields of study. The learner applies the interpreted information to inform decisions, actions, or further understanding. This involves using the insights gained from interpretation to solve problems, make informed choices, or deepen knowledge.
List	To provide a series of items, facts, or point, usually in bullet or numbered form, without needing to explain them in detail.	The learner would be expected to provide a clear and structured series of relevant point, without going into detail or explanation. Short, sharp and focused, often in a list or bullet points.
Plan	To create a detailed strategy or roadmap for an activity or process, outlining the necessary steps, resources, and timeline to achieve specific objectives.	The learner will be expected to identify clear and specific objectives for the activity or process. This involves understanding the desired outcomes and defining measurable goals. The learner conducts thorough research and analysis to inform the planning process. This includes gathering relevant information, studying existing solutions, and understanding constraints and opportunities. The learner identifies and allocates the necessary resources, such as materials, tools, personnel, and budget. This involves ensuring that all required resources are available and appropriately distributed. The learner creates a detailed step-by-step plan outlining the tasks and activities needed to achieve the objectives. This includes specifying the sequence of actions, assigning responsibilities, and setting deadlines. The learner assesses potential risks and develops strategies to mitigate them. This involves

		identifying possible obstacles and challenges, and planning for contingencies. The learner develops a timeline and schedule for the activity or process. This involves setting realistic deadlines and to ensure the plan is executed in a timely manner. The learner documents the planning process and the final plan. This includes recording the objectives, research findings, resource allocations, steps, risk assessments, and timelines to provide a clear and comprehensive guide.
Prepare	To gather necessary materials, plan steps, and organise resources in advance to ensure readiness for a task or activity, following specified procedures and guidelines	The learner will be expected to organise and arrange the necessary components or materials, create a step-by-step plan, and ensure all resources are available and ready for a specific task or activity. The learner will be able to demonstrate the ability to systematically plan ahead, coordinate elements effectively, and adhere to any required guidelines or protocols demonstrating readiness and a clear understanding of the preparation process required for successful task completion.
Present	To effectively communicate and display information or items in a clear, organised, and engaging manner to enhance understanding and convey key messages to an audience.	The learner will be expected to have a thorough understanding of the content being presented. This involves knowing the key points, data, or items and their significance. The learner organises the content logically and coherently. This involves structuring the presentation in a way that flows naturally and is easy for the audience to follow. The learner ensures that the presentation is clear and easy to understand. This involves using simple and precise language, avoiding jargon, and ensuring that visual aids or materials are clear and readable. The learner engages the audience through effective communication techniques. This involves using eye contact, gestures, varying tone of voice, and incorporating interactive elements to maintain interest. The learner effectively uses visual aids, such as slides, charts, diagrams, or props, to enhance the presentation. This involves ensuring that visual aids are relevant, well-designed, and support the key messages. The

		learner presents with confidence and delivers the content smoothly. This involves practicing the presentation, managing nerves, and speaking clearly and at a steady pace. The learner is able to respond to questions and engage in discussions with the audience. This involves being prepared to answer questions, provide additional information, and clarify points as needed.
Produce	To create, generate, or fabricate items or information through appropriate processes and techniques to meet specified objectives and quality standards.	The learner will be expected to comprehend the requirements and objectives for the production task. This involves understanding the specifications, desired outcomes, and quality standards. The learner plans and prepares for the production process. This includes organising necessary resources, materials, tools, and setting up the workspace. The learner selects the appropriate materials needed for production. This involves understanding the properties of different materials and choosing the most suitable ones for the task. The learner executes the production process accurately and systematically. This involves following specified steps, using appropriate techniques, and ensuring each part of the process is completed correctly. The learner inspects the produced items or information to ensure they meet the required standards and specifications. This involves checking for accuracy, completeness, and overall quality. The learner applies creativity and innovation during the production process. This involves finding new ways to solve problems, improving processes, or adding unique features to the output. The learner documents the production process and outcomes. This includes recording the steps taken, materials used, any issues encountered, and the final results.
Record	To document, capture, or store information systematically for future reference. It is often used in instructions or directives requiring someone to write down, log, or preserve details accurately.	A learner demonstrating the command verb record in response to an assessment criterion would need to show their ability to capture, document, or store information systematically and accurately. The learner should use the correct method of recording, such as written notes, audio logs, charts, tables, or digital records. They should record

		information precisely without omitting key details. Their response should be clear, structured, and follow best practices for documentation.
Research	To systematically investigate a subject using multiple credible sources, gathering relevant information through structured inquiry methods to develop comprehensive knowledge and understanding.	The learner will be expected to plan an investigation by defining clear research questions, objectives, and scope to ensure inquiry remains focused and purposeful. Identify credible sources including academic journals, professional publications, government reports, and reputable industry sources to ensure reliability. Use multiple research methods such as literature reviews, surveys, interviews, or case studies to gather comprehensive data from different perspectives. Apply systematic search strategies using appropriate keywords, databases, and search techniques to locate relevant and current information. Evaluate source credibility by assessing the authority, accuracy, currency, and relevance of each source before including it in research. Record and organise information systematically using appropriate referencing systems to maintain academic integrity and enable verification. Analyse findings objectively by identifying patterns, trends, and relationships within the data collected. Synthesise information from different sources to develop new insights and comprehensive understanding of the subject. Document methodology used clearly so others can understand and potentially replicate the research approach.
Summarise	To present the main points, key findings, or essential information of a subject in a concise format, capturing the most important aspects without unnecessary detail.	The learner will be expected to identify the main points by distinguishing between essential information and supporting details to focus on what is most important. Extract key findings from source material, selecting the most significant results, conclusions, or outcomes that address the core purpose. Eliminate unnecessary detail by removing examples, repetition, and peripheral information that doesn't contribute to the central message. Maintain logical structure by organising the summary in a coherent sequence that reflects the original flow of ideas or arguments. Use the learner's own words where possible to

		demonstrate understanding while preserving the original meaning and intent of the source. Preserve accurate meaning by ensuring condensed version faithfully represents the author's main arguments and conclusions. Apply appropriate length by matching the summary's scope to the requirements while ensuring all essential points are covered. Check for completeness to verify that no critical information has been omitted that would affect understanding of the subject. Maintain objectivity by presenting the information neutrally without adding the learner's own opinions or interpretations.
Use	To effectively apply information, items, or equipment to produce desired outcomes or enhance understanding.	The learner will be expected to effectively apply the information, items, or equipment to achieve specific objectives. This involves understanding how to utilise resources correctly and purposefully. The learner carries out tasks using the provided resources to produce tangible items or results. This involves following procedures accurately and using the resources as intended. The learner uses the resources to solve problems or complete tasks. This involves critical thinking, creativity, and the ability to apply knowledge in practical scenarios. The learner demonstrates a thorough understanding of how to use the resources to inform their actions and decisions. This involves integrating knowledge and resources to enhance their overall comprehension and performance. The learner uses the resources efficiently, minimising waste and maximising effectiveness. This involves planning, organising, and executing tasks in a streamlined manner.