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IMI External Quality Assurance Centre Support & Guidance Update - March 2021



Introducing the Team



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Robert Leggett
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**IMI EQA South &
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A group of five male technicians in blue work uniforms are working in a workshop. One technician is kneeling and working on a large engine mounted on a stand, which has yellow safety grates. Three other technicians are standing around the engine, looking at it. A fifth technician is standing to the left, holding a clipboard and pen. In the background, the open rear hatch of a silver car is visible. The entire image has a blue tint.

Thank you for all your efforts in maintaining candidate development and interaction during a very tough start to 2021



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Agenda

- Centre Feedback in relation to the ERF process
- Draft Ofqual guidance Vocational Contingency Regulatory Framework (VCRF)
- Introduction to CASS (Centre Assessments Standard Scrutiny)
- Best Practice
- Q&A
- Finish



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<https://tide.theimi.org.uk/industry-latest/events>



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Centre Feedback in Relation to ERF



IMI online ERF Centre survey & feedback

“Guidance given throughout was excellent and our EQA was available throughout the process to enable candidate achievements, for those adapted and calculated during the ERF process. This included short notice facilitation of EQA - This was terrific and extremely helpful”

“My EQA was very helpful and was always willing to discuss any issues that we had as a centre”

“The EQA was particularly supportive, especially given the pressures he was under from all centres”

“Webinars were clear, Andy Frounks even held individual webinars with us to make sure we understood. ERF was completed and approved very quickly meaning minimal delay to students.”

“Communication between the EV and the centre co-ordinator was good and it allowed us to progress some of our level 2 apprentices to the level 3 frameworks before the cut off point at the end of July 2020”

“Very positive relationships with EQAs and all have been very supportive throughout the summer when our centres found assessment grade evidence challenging..”

“Quick & clear responses from EQA by email”

“Advice was good...”

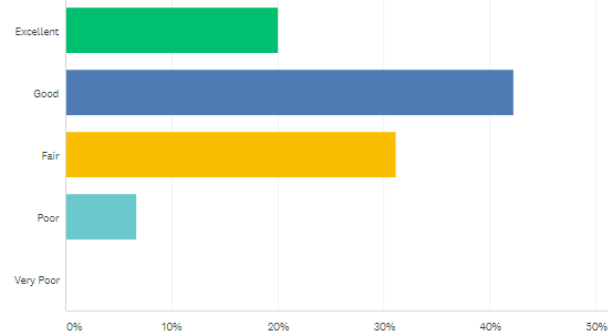


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IMI online ERF Centre survey & feedback

Overall how did you find the IMI ERF process?

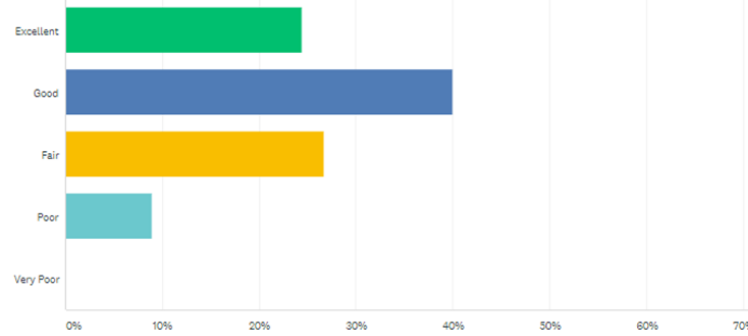
Answered: 45 Skipped: 50



Extraordinary Regulatory Framework (ERF) delivery survey

During the ERF period, how appropriate were the options for agreed adaptations, for learners and employers?

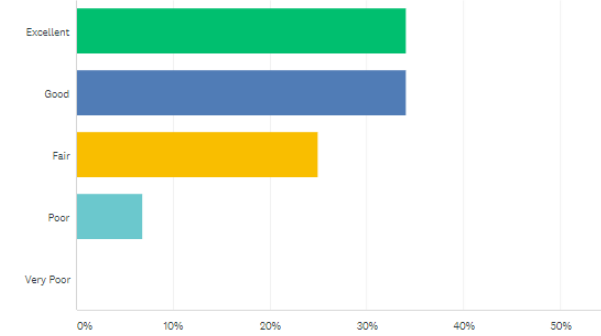
Answered: 45 Skipped: 50



Extraordinary Regulatory Framework (ERF) delivery survey

How would you rate the support you received from The IMI throughout the ERF period?

Answered: 44 Skipped: 51



Extraordinary Regulatory Framework (ERF) delivery survey

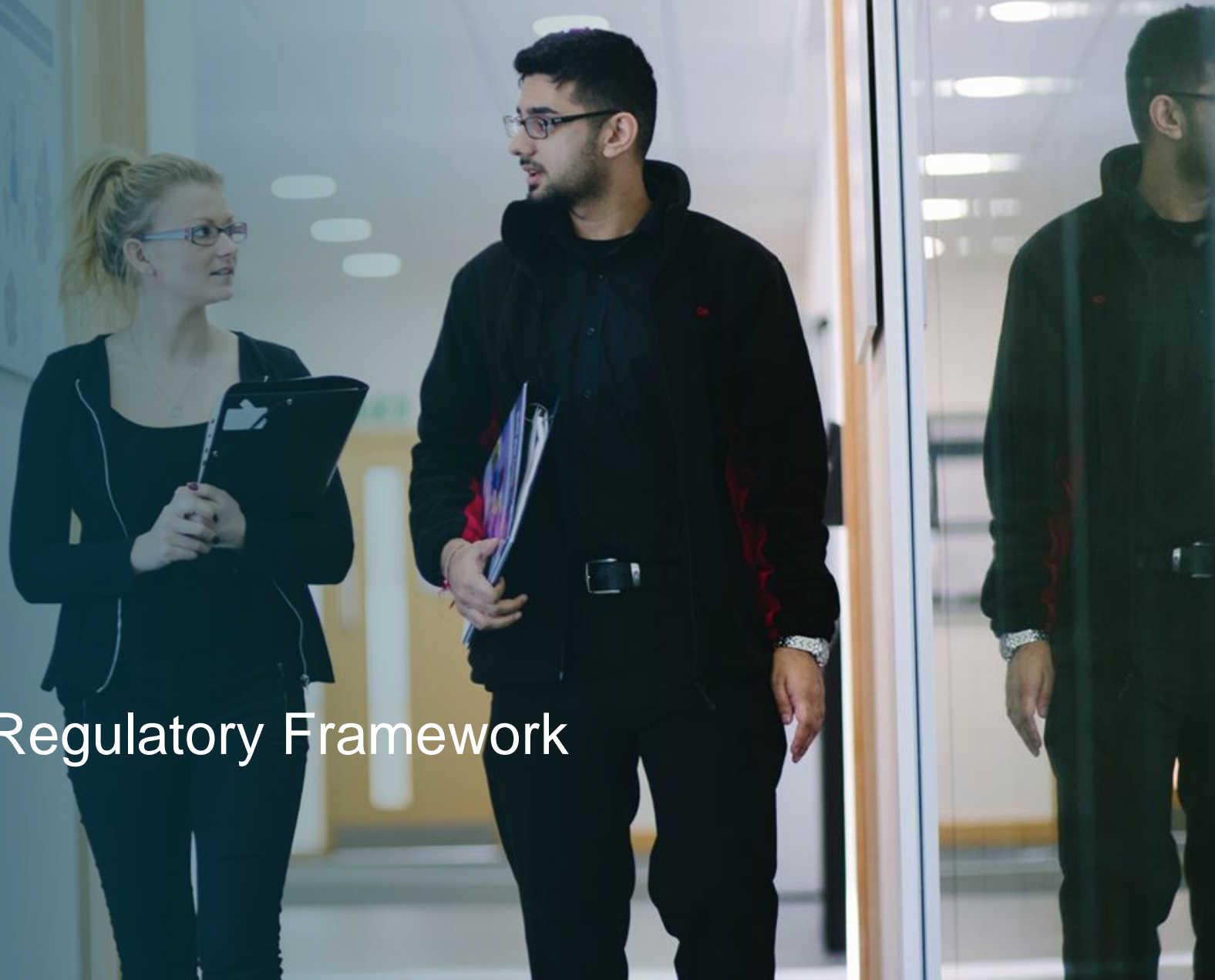


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Vocational Contingency Regulatory Framework (VCRF)



Vocational Contingency Regulatory Framework - 2021 (England, NI and Wales)

- To enable Awarding Organisations to be sufficiently flexible to support as many learners as possible to complete assessments, whilst still retaining the integrity of their qualifications, Ofqual are putting in place the Vocational Contingency Regulatory Framework (VCRF).

(To be published by Ofqual at the end of March early April 2021?)

- This framework will enable us to determine the most appropriate approach to awarding based on the qualifications design and delivery.

Last week Government made important announcements on the [assessment arrangements](#) for 2021.



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Vocational Contingency Regulatory Framework - 2021 (England, NI and Wales)

Category A

- Where qualifications are used to demonstrate occupational or professional competency, proficiency or to gain a licence to practise are necessary, assessments for these qualifications should continue when this is possible, subject to Public Health guidance.

Category B

- Alternative arrangements to exams for those VTQs and other general qualifications most like GCSEs, AS and A levels. Many of these were subject to calculated results last summer, and it is likely that some form of Teacher Assessed Grade (TAG) will be most appropriate.

Last week Government made important announcements on the [assessment arrangements](#) for 2021.



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Vocational Contingency Regulatory Framework – 2021 (England, NI and Wales)

How vocational and technical qualifications will be awarded in 2021

ofqual

Ofqual/21/6751/1

Category B

Qualifications most similar to GCSEs and A levels

e.g. BTECs and OCR Cambridge Technicals



Taken only in schools or colleges



Do not assess occupational skills

Category B

Qualifications not similar to GCSEs or A levels

e.g. Functional skills and ESOL Skills for Life



Taken in schools, colleges or other places



Do not assess occupational skills

Category A

Qualifications with occupational skills or proficiency assessments

e.g. construction, plumbing and electrical qualifications



Taken in schools, colleges or other places



Assess occupational skills

Your results



Graded by teacher or lecturer judgement



Various sources of evidence used



Results no later than for GCSEs and A levels

Your results



Assessments should continue where possible



May be awarded using other evidence or judgements



Awarding organisations decide the evidence needed

Your results



Assessments can continue as normal where possible



Assessments may be delayed



Assessments can be adapted if needed

Visit www.gov.uk/ofqual or search 'Ofqual 2021 qualification explainer tool' for specific details (coming soon)



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Visual Guide for Learners and Parents

How will you get a result for your VTQ in 2021?



If your qualification is **similar to an A level or GCSE**, is a **1 or 2 year course**, taught in schools/colleges and used mainly for progression, you will be eligible for a centre grade



Examples of these types of qualification are BTECs (Pearson) and OCR Cambridge Technicals, in subjects such as Engineering, Digital Media and Health & Social Care.



Your teacher or lecturer will make an informed judgement on the grade you will receive using a variety of evidence. The centre's grades will also be quality assured by an awarding organisation.



You should receive your results no later than students who are studying for GCSEs and A levels



If your qualification requires you to **demonstrate practical or occupational competency/proficiency**, then you will need to be assessed on your practical skills before you can qualify.



Examples of these types of qualification are: plumbing, electrics, construction, performing arts and veterinary work.



Assessments for these types of qualifications should be continuing as **normally** as possible throughout 2021. Your assessment may be held in slightly different circumstances to normal (e.g **assessed remotely**). Or it may need to be **delayed** until it can be carried out safely in line with public health guidance.



Your awarding organisation will let your learning provider (school or college) know when you are likely to receive your results.

COMING SOON...
Look out for the 2021 Quals
Explainer Tool on gov.uk/ofqual

IMI Adaptations and Flexible Approaches for VRQ's

Adaptation:

- Written knowledge assignments/assessments, proxies will be permitted against IMI online assessments for Levels 2,3 & 4 VRQ's, where it is not possible to complete online assessments under normal conditions. NOTE * A simplified process to request proxies will be communicated by the end of March/April.

Flexible approach:

- Consolidating practical assessments.

Exemption – MOT qualifications have no flexibilities applied to any assessments or delivery methods as requested by the DVSA.

Flexible Assessment Approaches for VTQ's

The IMI have made standardised flexible assessment approaches:

- Remote delivery of classroom and theory elements
- IMI remote online invigilation process for externally set and assessed exams
- Changing the way in which assessments are delivered, for example carrying out an assessment remotely rather than face to face (VCQ)
- Changing the way in which a qualification is quality assured, for example allowing for remote or online standardisation or moderation.



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Introduction to CASS (Centre Assessments Standard Scrutiny)



Centre Assessment Standard Scrutiny (CASS)

- Ofqual has confirmed that awarding organisations (AOs) must introduce Centre Assessment Standards Scrutiny (CASS)
- No later than 1 September 2021
- This is the new term to cover the arrangements AOs must have in place to scrutinise assessment judgements made by schools, colleges and training providers (centres) offering their qualifications.

CONSULTATION DECISIONS

Awarding organisation controls for
centre assessments - regulations

Consultation on Conditions, requirements and
guidance



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ofqual

CASS Moderation / Verification

- Moderation will require awarding organisation to check results and make adjustments if needed, for each group of learners, Before results are issued.
- Verification will allow for periodic checking of centre assessment decisions by awarding organisations.
- Within our revised EQA strategy, we will be moving more towards moderation of marked assessments, rather than the verification of assessment results in isolation



Centre Assessment Standards Scrutiny (CASS)

What will it mean for a centre

- Moderation of in-progress written assessments is key
- Standardisation of assessment decisions to confirm consistency between assessors
- Formative and summative Verification of completed assessed outcomes is still a requirement
- You are already doing this in some instances



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- Consideration for Direct Claims Status

- IMI will be reviewing Section 6.1 Claiming certificates
- Ofqual are reviewing qualifications that would fall under DC status

Key factors

- Centre risk rating
- No outstanding actions and timely completions
- EQA observational visits for high risk qualifications
- Formative IQA sampling
- All DC claims must be verified by the centres own IQA processes prior to claiming





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Best Practice



Best Practice - under normal conditions

- Ensure schemes of work for all the qualifications the Centre is approved to deliver are up to date and being adhered to
- Maintain detailed candidate attendance records
- Centre need to start to collate learner evidence as early as possible.
- Take a 'modular' approach to qualification delivery and assessments – knowledge, skill, sign off the unit
- Centre to concentrate on practical tasks / assessments
- Any practice sessions recorded.
- Track and record where whole units have been completed
- Use of e-learning & Technology.
- In progress IQA sampling / moderation
- Remain vigilant to the risks of malpractice.

[COVID FAQ](#)



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Current Best Practice due to COVID-19 & Lockdown Situation

- Learners are not coming into centres
- Use of e-learning & Technology (where possible)
- Remote Teaching
- Concentrate on the knowledge element of the qualifications
- Written assignments
- Exams – use of remote invigilation process
- Centre to consolidate practical tasks / assessments
- Track and record what has been covered or completed under these conditions
- Up to date learner records – who's on programme who needs withdrawing
- In progress IQA sampling / moderation
- Remain vigilant to the risks of malpractice.

[COVID FAQ](#)



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e-Portfolios

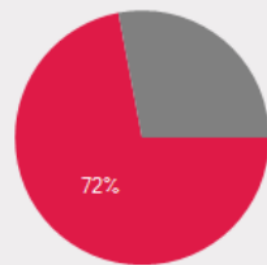
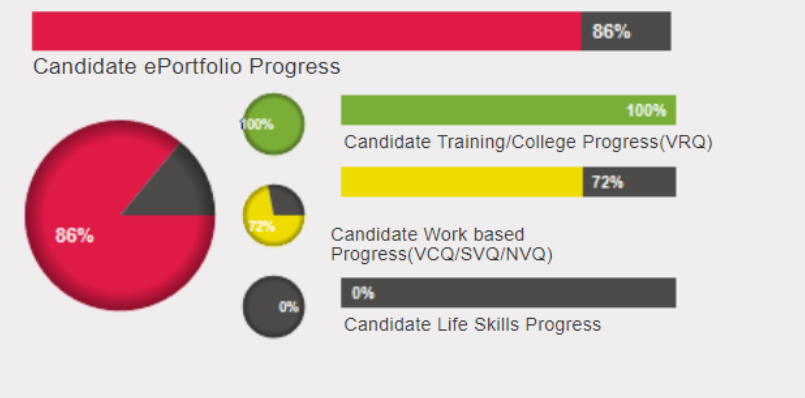
- Now is the time to move over from paper portfolios to an e-Portfolio system.
- Improved tracking of learners.
- Assessor & IQA reporting (or alternative options).
- Protected evidence / progression recorded.
- The IMI version is an ideal solution!
- Other versions are out there – OneFile / Smart Assessor.



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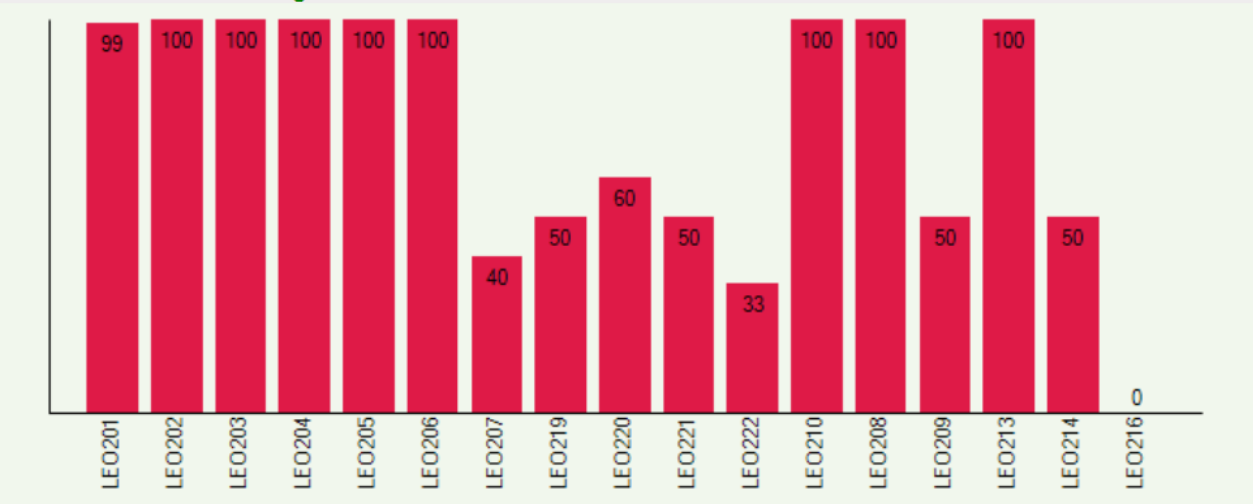
IMI e-Portfolio - Example of Progression Tracking

Click chart below to view detailed progress



Qualification Information	
Number	600/5109/7 (AG)
Description	IMI Level 2 Diploma in Work-based Land-based Engineering Operations
Level	2
GLH	660
Min. Credit	109
Max. Credit	
Min. Units	17
Max. Units	

Qualification Unit/Task Progress



Remote Teaching Solutions

- IMI e-Learning
- IMI Parents Pack – Home Schooling Support
- Vocanto
- Zoom
- Teams
- LJ Create
- Electude



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IMI Written Assessments

Our qualifications are supported by a whole host of documents for a centre to use in setting up and delivery

<http://www.imiawards.org.uk/>

Written assessments can be found as here:

- Qualifications
- Knowledge
- Select your specialism area
- Select you qualification and level
- See under list of 'Documents'
- Written Assessments

A Guide is now available to show how to find these

- [Locating Written Assessments Guide.pdf](#)



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The screenshot shows the IMI Awards website. At the top is the IMI AWARDING logo. Below it is a navigation bar with links: Home, Centres, Qualifications, International, Candidates, News, and IMI. A breadcrumb trail indicates the current location: Home > Qualifications > L2 Diploma in Light Vehicle Maintenance and Repair Principles.

The main content area is titled "L2 DIPLOMA IN LIGHT VEHICLE MAINTENANCE AND REPAIR PRINCIPLES". It includes sections for "WHO IS IT SUITABLE FOR?", "ABOUT", "PROGRESSION", and "ASSESSMENT". A large teal arrow points from the "ASSESSMENT" section towards the "DOCUMENTS" sidebar.

The "FOR THIS QUALIFICATION" sidebar lists details: Qual Ref: 500/9818/4, TQT: 784, GLH: 640-685, Start Date: 01-07-10, End Date: 31-12-23, Cert End date: 31-12-26, and Credit Value: 78.

The "DOCUMENTS" sidebar lists several documents with download icons: Alternative Evidence Sheets for G0102, G3 and G4 S; IMI VRQ Qualification Specification Part A; L2 Light Vehicle Assessment Criteria Part B; L2 Light Vehicle Candidate Assessment Summary; L2 Light Vehicle Practical Assessments; L2 Light Vehicle Teaching Programme; and L2 Light Vehicle Written Assessments.

Remote Invigilation

- Section 5.1 Online Assessment Requirements part of the IMI Operating Manual
- Remote invigilation guide is available on centres hub
- Centres need to apply to use the process
<https://awarding.theimi.org.uk/Centres/Operating-Manuals>
- Recommend practice before going live
- Remote Invigilation may only be conducted on a 1 to 1 basis
- Proctoring Exams - The IMI are reviewing the proctoring of IMI online examinations.



Consolidating Practical Tasks

- Holistic approach
- Is there anything from one task that fits in with another?
- G Units should fit across all tasks
- If practises were conducted, keep evidence of these as well.

IMI L2 Diploma in Light Vehicle Maintenance and Repair Principles

LEARNER PRACTICAL TASK SHEET: LV01s Task 1- Servicing

Learner Name: _____

Reg No: _____
Make: _____
Eng/VIN No: _____

Vehicle/Rig details

Reg No: _____ Approx year: _____
Make: _____ Model: _____
Eng/VIN No: _____

Customer Request:

1. Carry out intermediate service on vehicle

Brief description of work carried out and recommendations for repair:

IMI L2 Diploma in Light Vehicle Maintenance and Repair Principles

LEARNER PRACTICAL TASK SHEET: LV02s Task 4-

Learner Name: _____

Reg No: _____ Approx year: _____
Make: _____ Model: _____
Eng/VIN No: _____

Customer Request:

1. Remove and refit fuel injectors
2. Remove clean and refit spark plugs

Brief description of work carried out and recommendations for repair:

IMI L2 Diploma in Light Vehicle Maintenance and Repair Principles

LEARNER PRACTICAL TASK SHEET: LV0506s Task 1-

Learner Name: _____ Date of activities (may be more than one): _____

Vehicle/Rig details

Reg No: _____ Approx year: _____
Make: _____ Model: _____
Eng/VIN No: _____

Customer Request:

1. Carry out pre and post work inspection or
2. Pre delivery inspection or
3. Pre purchase inspection or
4. Pre MOT test inspection or
5. Safety inspection or
6. Post repair inspection

Brief description of work carried out and recommendations for repair:

IMI L2 Diploma in Light Vehicle Maintenance and Repair Principles

LEARNER PRACTICAL TASK SHEET: BP18S: Task 1-4 Removing and Fitting of Basic Light Vehicle Mechanical, Electrical and Trim (MET) Components and Non-Permanently Fixed Vehicle Body Panels

Learner Name: _____ Date of activities (may be more than one): _____

Vehicle/Rig details

Reg No: _____ Approx year: _____
Make: _____ Model: _____
Eng/VIN No: _____

Customer Request:

1. Remove at least 4 different components from the 12 listed below on at least two occasions, observing normal workshop policies with regard to Health & Safety and vehicle protection
2. Replace the chosen components and check for security and functionality

Assessment Requirements:	Tick task carried out:	Assessment Requirements:	Tick task carried out:
Road wheels		Wings	
Bumpers		Doors	
Headlamp units		Bonnets	
Bonnet fittings		Boot lids or tailgates	
Interior trim components		Bumper bars, covers and components	
Exterior trim components		Batteries	

Brief description of work carried out and recommendations for repair:

Remote Assessment (VCQ)

- The IMI Assessment Strategy already covers this method (as below)

Remote Observation

The use of direct observation from a remote location is permitted as long as the centre seeks and receives the approval of their awarding organisation prior to its use and the awarding organisation discusses and agree this with the IMI prior to its use.

- Centres need to apply to use the process via an enquiry form
- Auditable
- Recorded as part of the process



Improved Learner Tracking (Lessons Learnt from ERF)

- The need for improved tracking is evident, for individual's achievement as well as group achievement.
- What's been done, what is still needed?
- A tracker supports this, and could include:


All units, task attempts, actual tasks, assessment types, start & end dates, withdrawals, new and late starters.

- Look for common units and themes when planning which will aid the holistic approach
- Can you change the option unit to support the learner?
- Is the rule of combination being met, are you doing too much?
- See candidate assessment summaries to support

IMI Level 1 Diploma in Transport Maintenance											
Candidate Name	Candidate Number	Start Date	Registration Date	Group A			Online Assessment	Group B			
				L1MV01	L1MV02	L1MV03		L1MV04	ET133	L1MV66	L1MV8
A B	*****		10/8/2019								
C D	*****		10/9/2019	1	1	1					
E F	*****		10/10/2019								
G H	*****		10/11/2019								
I J	*****		10/12/2019								
K L	*****		18/05/2020								



Data Cleansing



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Web Portal 2

PIN: PhilO | Name: Phil O'Neill | Centre No.:

Home | Download QLMS Setup | Logout

Qualifications	Apprenticeship	QAP	IMI Accredited	Accreditation	IRTEC	Candidate	Centre	Reports
----------------	----------------	-----	----------------	---------------	-------	-----------	--------	---------

Home

Welcome to the IMI registration and certification portal

Important Information - Qualification claims for learners impacted by COVID 19

Certificate claims for 'adapted' or 'calculated' qualifications, **MUST** be authorised by your EQA prior to claiming.

Full instructions and the required documentation templates have been sent to all Centre Coordinators by your EQA .

Further information can be found [here](#).

Confirmation Emails

Confirmation email produced by the registration and certification process may end up in your "junk" mailbox as they are web generated. Therefore please ensure the following have been added to your "safe senders" list:

- registrations@theimi.org.uk
- certifications@theimi.org.uk
- accreditations@theimi.org.uk
- QAP@theimi.org.uk

Please report any errors (names, spelling, DOB etc) as candidates' details, as registered, will appear on certificates and


View

Modify Existing

Withdraw

Bulk Withdraw

Data Cleansing



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Web Portal 2

PIN: PhilO | Name: Phil O'Neill | Centre No.:

Home | Download QLMS Setup | Logout

Qualifications	Apprenticeship	QAP	IMI Accredited	Accreditation	IRTEC	Candidate	Centre	Reports
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[Home](#) >> [Candidate](#) >> [Bulk Withdraw](#)

Bulk Withdraw

Use this screen to bulk withdraw candidate qualifications & units

Instructions:

1. Select the option Full Qualifications or Individual Units
2. Download the template. Make sure that column names in header row not changed
3. First row in Excel file should be Header row
4. Upload the excel file by clicking 'Choose File' button
5. Click Import button to bulk withdraw. After saving the process completes
6. The maximum number of withdrawals that can be uploaded at any one time is 1000, please do not exceed this.
7. When withdrawing 1000 Candidates this can take between 30-60 minutes

Template Download

☒ Full Qualifications ☐ Individual Units

Download Template

Upload Spreadsheet

Choose file

No file chosen

Import

Formative IQA (Lessons Learnt from ERF)

- Increased 'in-progress' sampling conducted. Supports CASS
- SOW reviewed and align sampling.
- Connection between Assessor & IQA increased.
- Detailed and factual IQA reports.
- Supportive feedback to Assessors.
- Closed off reporting – SMART time lines for completion.
- Recording & Signing off completed units.
- Processes are being followed when claims are made.
- Summative IQA only identifies issues at the end, then its too late!



Useful IMI links

- imiaward@theimi.org.uk
- <https://www.theimi.org.uk/landing/covid-19/news.php>
- <https://www.theimi.org.uk/landing/covid-19/faq.php>
- <https://webportal.theimi.org.uk>
- <https://awarding.theimi.org.uk/Centres>
- <https://tide.theimi.org.uk/industry-latest/news/home-schooling-weve-got-you-covered>
- <https://tide.theimi.org.uk/industry-latest/events>

Last week Government made important announcements on the [assessment arrangements](#) for 2021



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Thank you for joining us

- Watch out for the newsletters
- Keep your eye on the web site



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