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Delivering IMI Vocational and Technical Qualifications in 2020/21



Panellists



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Agenda

- Introduction
- Recap on the Extraordinary Regulatory Framework (ERF)
- Introduce the Extended Extraordinary Regulatory Framework (EERF)
- Best practice for delivery
- Next steps

Extraordinary Framework – Summer 2020 (England, NI and Wales)

- Applied to learners who were due to take assessments towards unit or qualification results between **20 March** and **31 July 2020**
- Applied to funded qualifications from Entry to Level 6
- There were 3 categories of approach:
 - **Calculated grade** - Qualifications that are to be used in progression into higher education
 - **Adapting assessment** - Qualifications where there is a mixed use - to progress to FE, HE or employment
 - **Delay or reschedule** - Qualifications where the primary use is to provide a License to Practise/access to a profession or confirm occupational competency
- Majority of IMI qualifications sat in '**adapt**' and '**delay**'
- The exception being the **L1/L2 Technical Awards** and **Entry Level/Level 1** qualifications which sat in **Calculate**

Extended Extraordinary Framework - 2020/21 (England, NI and Wales)

- Applies to all regulated qualifications that are not GCSE's, A Levels, EPA
- Government intention is that assessments take place in 2020/21 (there will be no provision for issuing calculated results)
- To ensure that assessments lead to the award of qualifications that are a valid and reliable indication of knowledge, understanding and skills, or practical competence, and that, as far as possible, standards are maintained
- The focus of the framework is around flexibility to increase manageability/deliverability of assessments and qualifications
- Adaptation will become the default mitigation if delivery cannot go ahead as normal – no 3 options as in ERF
- Adaptations to assessments should not undermine the validity and reliability of the qualifications
- The ERF (V1) will remain for specific purposes only:
 - To allow eligible learners to receive a calculated result if they have not already done so
 - To allow appeals against results issued under ERF
 - To submit final adaptations claims for eligible learners which must be submitted to IMI **by 31 October 2020**



IMI Approach under EERF

The IMI have made standardised **flexible** amendments (not adaptations) across the board:

- 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
- Changing the way in which a qualification is quality assured, for example allowing for remote or online standardisation or moderation, where this is a change to an assessment strategy
- **Adaptation:**
 - Any changes made by an AO to the design, setting, delivery or marking of an assessment

What this means for existing and new learners

2019 / 20 learners (ERF)	2020 / 21 learners (EERF)
<p>Learners allowed to complete their qualifications under the rules agreed by the ERF.</p> <p>Where adaptations have already been agreed, including in-flight learners, all qualification and/or unit claims must be made by 31st October 2020 and no claims will be accepted after this date.</p> <p>Should a centre not be able to make this deadline their options will be to:</p> <ul style="list-style-type: none">• Complete learners within 2020/21 academic year under the conditions of the EERF• Withdraw learners no longer on programme	<p>Learners will be expected to complete their qualifications as per the current assessment strategies.</p> <p><u>Flexible amendments</u> are to be made to qualifications and assessments to support centres.</p> <p>No adaptations currently permitted to qualifications or assessments.</p> <p>Exemption – MOT qualification are to have no flexibilities applied to any assessments or delivery methods as requested by the DVSA.</p>



Functional Skills – key dates

Legacy English and Maths Level 1 and 2 qualifications:

- Final date for on-screen exams – Friday 27 November 2020
- Learners will only have a maximum of two opportunities, after this time they will need to be registered for the Reformed qualifications
- SLC assessments must be completed and claimed through IMI WP2 by Friday 20 November 2020
- Certification end date is 31 December 2020

Functional Skills ICT Level 1 and 2 qualifications:

- Final registration date – Monday 15 December 2020
- Final certification date – Thursday 17 December 2021

Keep up-to-date on all of the latest news here - <https://skillsfirst.co.uk/index.php?page=qualifications&url=coronavirus-update&id=11658&type=Folder>

Best Practice

- Following government guidelines – operate transparently with other AO's.
- Agreed internal standardised approach – whole business
- Remain vigilant to the risks of malpractice.
- Bespoke support given to Centres – webinars, phone, zoom, emails.
- [COVID FAQ](#)
- EQA Panel reviews have been conducted to ensure fair outcomes.
- In progress IQA sampling has supported EQA decisions.
- Additional webinars conducted to support a wider audience, faster.
- Centre need to start to collate learner evidence as early as possible.
- Any practice sessions recorded.
- Modular approach to unit completion – knowledge, practise, task, sign off the unit.
- Regular communication needs to be increased (internally & externally)
- Elearning & Technology.



Remote Assessment

- Remote assessment constitutes an assessor examining a learner while they are completing the required and timed assessment tasks from a different location to that of the learner. It is different to on-screen or online assessment and is a live assessment. It does not cover independent completion of required tasks or generation of evidence without direct supervision and/or observation of an assessor.
- Please note that remote assessment and remote invigilation can take place in a location outside of an approved centre (such as at the learner's home or an employer's premises).

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.



Remote Invigilation

Remote invigilation EQ13

- Remote invigilation constitutes the live and /or post-hoc supervision of a learner completing the required assessment tasks from a different location to that of the learner. It ensures that the learner completes the assessment under the required conditions so that the AO can assure itself of the validity of the assessment and secure the award of the qualification. The invigilator is not assessing the learner.
- Invigilators may only conduct invigilation on a 1 to 1 basis irrespective even if the system has the capability of multi candidates being invigilated. Whilst IMI recognise this may become onerous, the ruling is to ensure that the invigilator may monitor the candidate activity effectively and also to reduce the risk of candidate and or centre malpractice.
- It is the responsibility of the centre staff who will be invigilating online assessments remotely, to ensure that candidates have access to a remote system and it is tested prior to the time and date scheduled.
- Proctoring Exams - The IMI are now looking into the proctoring of IMI online examinations.



Candidate Assessment forms

- All IMI current qualification have a CAS form available to download.
- These should be used ongoing to show your learners developments. Not at the end!
- The CAS form details any ROC that must be observed.
 - Choose wisely!
- Ensure chosen units match ePortfolio.

DOCUMENTS

- [Alternative Evidence Sheets for G0102, G3 and G4 S](#)
- [IMI VRQ Qualification Specification Part A](#)
- [L2 Body Repair Assessment Criteria Part B](#)
- [L2 Body Repair Candidate Assessment Summary](#)
- [L2 Body Repair Practical Assessments](#)
- [L2 Body Repair Teaching Programme 01-09-10](#)
- [L2 Body Repair Written Assessments](#)



IMI Level 2 Diploma in Vehicle Accident Body Repair

A minimum of 81 credits must be achieved of which 81 credits must be achieved at Level 2 or above for this qualification.

Group A: 29 credits from the 6 mandatory units must be achieved

Group B: 48 credits from the 11 mandatory specialist units must be achieved

Group C: A minimum of 4 credits from 1 'set' must be achieved (ensuring both the knowledge and skills units are achieved from the set e.g. BP24K and BP24S)

Group A Mandatory Units

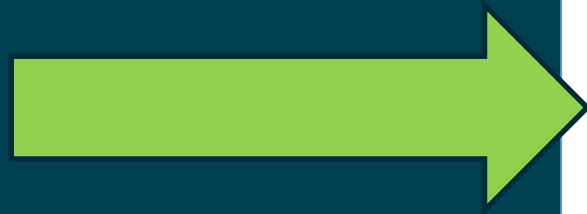
Set Ref	Unit Code (tick)	Unit Component assessment	Pin	Date Completed	Credit Value
G0102S	✓	Skills in Health, Safety and Good Housekeeping in the Automotive Environment (Y/601/7254)			7
		Practical Assessment (PPE,VPE, cleaning and disposal)			
		Practical Assessment (Identifying risks)			
		Practical Assessment (Following workplace policies)			
G0102K	✓	Knowledge of Health, Safety and Good Housekeeping in the Automotive Environment (D/601/6171)			3
		Written Assessment (optional)			
		On-line Test			
G3S (Level 3 Unit)	✓	Skills in Supporting Job Roles in the Automotive Environment (J/601/6262)			5
		Practical Assessment (witness testimony)			



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Unit 'set' completion

- Units come in 'sets' - C & K or S & K.
- Example shows LV01S & LVO1K.
- ROC demands certain 'set' requirements.
- Example – Group C – A minimum of 15 Credits from 3 sets.
- Record completion on going



IMI Level 2 Diploma in Vehicle Fitting Principles

A minimum of 51 credits must be achieved of which 43 credits must be achieved at Level 2 or above for this qualification.

Group A: 29 credits from the 6 Mandatory Units.

Group B: A minimum of 7 credits from 1 'set' (ensuring both the knowledge and skills units are achieved from the set e.g. VF02K and VF02S)

Group C: A minimum of 15 credits from 3 'sets'

Please Note - a 'set' example is shown below.

The learner is required to **complete both** the '**S**' = Skills and the '**K**' = Knowledge, in order to meet the qualification requirements of each Unit in this qualification – this is referred to as a 'set'.

LV01S	Part A	Skills in Routine Light Vehicle Maintenance (H/601/3871) **** EXAMPLE ****			2
		Practical Assessment			
LV01K	Part B	Knowledge of Routine Light Vehicle Maintenance (F/601/3716) **** EXAMPLE ****			3



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Practical tasks

- Ensure learner write-ups are detailed.
- That all boxes are used.
- Ensure completion before moving on to the next one.
- Record factual feedback and advice.
- If practises were conducted, keep evidence of these as well.
- Images taken may support claims made, when provided with a completed Task sheet.



LEARNER PRACTICAL TASK SHEET: LV02s Task 1-Remove and Refit a Camshaft

Learner Name:		Date of activities (may be more than one):	
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Vehicle/Rig details			
Reg No:		Approx year:	
Make:		Model:	
Eng/VIN No:			

Customer Request:	Tic
1. Remove and refit the camshaft	
Brief description of work carried out and recommendations for repair:	

Improved learner tracking

- The need for improved tracking is evident, for achievement on individual learners as well as group achievement.
- All units, task attempts, actual tasks, assessment types, start & end dates, withdrawals, new/late starters.
- Ensure tasks are fully written up / completed before moving on.
- S.O.W being followed? Normally contain teaching & learning – include assessments (IQA can then plan sampling with this information).
- Look for common units when planning the S.O.W.

IMI Level 1 Diploma in Tran								
				Group A				
Candidate Name	Candidate Number	Start Date	Registration Date	L1MV01	L1MV02	L1MV03	Online Assessment	L1MV04
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					



Formative IQA

- Increased 'in-progress' sampling conducted.
- 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.



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ePortfolios

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



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Withdrawals

- Making withdrawals through the IMI Web portal 2 is quick and easy.
- Total amount has been increased (1000)
- Withdrawals can be made in single entities or as a batch.
- Centre's need to ensure a clear picture is gained on actual 'live' learners registered.
- This helps with Centre's claiming of certificates and IMI audits.



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Q&A

Please submit your questions to....



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www.theimi.org.uk/landing/covid-19

@The_IMI

Useful IMI links

- cas@theimi.org.uk
- 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>



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Special thanks to our Panellists

Thank you for joining us.



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