

## Overview

The clear direction from Government is that assessments should continue wherever possible, either face-to-face (where it is safe to do so) or via remote arrangements. Where this is not possible, alternative arrangements are available to support learners achieve their qualifications.

These arrangements will vary according to the types of qualification and how they are delivered and assessed, falling into either one of two categories within the [Vocational Contingency Regulatory Framework](#) (VCRF). The VCRF will allow for assessments to be taken as normal, using agreed adaptations, or where necessary for alternative assessment arrangements.

It's important to highlight that last year's framework allowed us to award calculated results based on learner potential whereas this year's framework will allow us to award based on learner's actual performance. The following [visual](#) outlines the approach for how the different qualifications are being awarded in 2021.

## Qualification categories

These are the categories of qualifications defined in the VCRF.

<b>Category A</b>	Qualifications used to demonstrate occupational or professional competence or act as a licence to practise.
<b>Approach to assessment:</b>	Adaptations/flexibilities already introduced can continue under the VCRF; further adaptations may be permitted if they are necessary to address the ongoing impact of the pandemic.
<b>Approach to awarding:</b>	Results can only be awarded when assessments have taken place, either as normal or through an adaptation.

Ofqual have deemed that a Teacher Assessed Grade is not appropriate for all qualifications, i.e. those not possible to award safely, reliably, and validly without the knowledge, skills, and behaviours being demonstrated and assessed – including occupational qualifications, license to practice and other VTQs not used for progression.

In terms of IMI qualifications, this will be our VRQ/VCQs Levels 2/3+ and any high health and safety risk qualifications which will be awarded on the basis that assessments must still, or have already taken place. For these qualifications, we have taken full advantage of the flexibilities available to us this year wherever we can do so without compromising the purpose and integrity of the qualification. For the full list of qualification categories, please find these [here](#).

**Note: MOT qualifications have no flexibilities applied to any assessments or delivery methods as requested by the DVSA.**

## Adaptations

- Written knowledge assignments/assessments 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.

## Flexible assessment approaches

- Consolidating practical assessments
- 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

<b>Category B</b>	Qualifications that are important for progression to further/higher study or employment.
<b>Approach to assessment:</b>	Assessments should continue where safe to do so, remotely or in person or where learners can complete assessments using adaptations, they should do so.
<b>Approach to awarding:</b>	Teacher Assessed Grades (TAG's) will be available where it is not possible for an assessment to be completed.

## Category B qualifications

QAN	Title
501/0953/4	IMI Entry Level Award in Personal and Social Development for the Automotive Environment (VRQ)
501/0962/5	IMI Level 1 Award in Personal and Social Development for the Automotive Environment (VRQ)
601/8195/3	IMI Entry Level Award for the Introduction to Motor Vehicle Industry and Technologies (VRQ)
601/8196/5	IMI Entry Level Certificate for the Introduction to Motor Vehicle Industry and Technologies (VRQ)
601/8197/7	IMI Entry Level Diploma for the Introduction to Motor Vehicle Industry and Technologies (VRQ)
601/8753/0	IMI Level 1 Award in Transport Maintenance
601/8754/2	IMI Level 1 Certificate in Transport Maintenance
601/8755/4	IMI Level 1 Certificate in Vehicle Valeting
601/8756/6	IMI Level 1 Diploma in Transport Maintenance
601/8871/6	IMI Level 1 Diploma in Vehicle Accident Repair
601/8872/8	IMI Level 1 Certificate in Vehicle Accident Repair
601/8873/X	IMI Level 1 Certificate in SMART Repair
601/8874/1	IMI Level 1 Award in Vehicle Accident Repair
603/2245/7	IMI Level 1 Award in Cycle Maintenance
601/0531/8	IMI Level 1 Certificate in Service and Maintenance Engineering (VRQ) <i>Technical Award</i>
601/0532/X	IMI Level 2 Certificate in Service and Maintenance Engineering (VRQ) <i>Technical Award</i>
601/0542/2	IMI Level 2 Diploma in Service and Maintenance Engineering (VRQ) <i>Technical Award</i>
603/3088/0	IMI Level 1 Certificate in Carrying Out Periodic Vehicle Maintenance and Inspection <i>Technical Award</i>
603/3089/2	IMI Level 2 Certificate in Automotive Maintenance <i>Technical Award</i>

## What evidence will be used to determine a TAG?

Where it is not possible to complete an assessment, we will allow centres to collate and consider a wide variety of evidence to apply a TAG. This evidence must demonstrate that learning has been undertaken to support incomplete units.

The minimum evidential threshold will be determined based on the evidence provided, in that it clearly demonstrates that sufficient learning has taken place to meet the critical components of the units. Unless there is sufficient evidence that the key learning outcomes have been covered, it may not be possible to award as this will undermine the validity of the qualification.

The variety and types of evidence that can be used could include:

- previously completed tasks
- practice tasks
- tracking sheets
- coursework
- evidence of remote learning/eLearning
- professional discussions to support incomplete areas
- formative assessments
- video evidence

## Quality assurance

Internal quality assurance within the centre will be vital to supporting the validity of the process. Centres will need to start considering what learners have completed within their qualifications and what is missing.

For any TAG submissions, the IQA will need to sign-off that sufficient learning has taken place and all TAG submissions will have a declaration which will need to be signed off by the centre coordinator.

We will carry out substantive external quality assurance to ensure consistency and compliance with the requirements and all submitted TAG's will need to be 100% sampled before a claim can be made.

## Next steps

Continue with the delivery of assessment using the available adaptations/flexibilities and start to collate evidence where lost learning has arisen during the programme.

As we work together to understand the potential impact of this academic year, we would be grateful if you could ensure that all learners you expect to request certificates for during this year are registered with us. Please also ensure that all learners who are no longer on programme have been withdrawn with us by **23 April 2021**, following the usual process for withdrawals.

We will be providing further webinars towards the end of April, beginning of May to communicate our approach in more detail and outline the TAG submission process.

Our External Quality Assurance team are on hand to support and guide you through this process. Please also keep an eye on our news pages below for all of the latest information.

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

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