



INSTITUTE
OF THE MOTOR
INDUSTRY

IMI QUALIFICATION



Qualification Specification

IMI Entry Level Award in Personal and Social Development for the Automotive Environment (Entry 3)

OFQUAL I.D: 501/0953/4

IMI Level 1 Award in Personal and Social Development for the Automotive Environment

OFQUAL I.D: 501/0962/5

Note: This guidance is supported by the following documents:

- *Assessments*

Candidate Assessment Summaries

CENTRE INFORMATION

Please be aware that any **legislation** referred to in this qualification may be subject to amendment/s during the life of this qualification. Therefore IMI Approved Centres must ensure they are aware of and comply with any amendments, e.g. to health and safety legislation and employment practices.

Please be aware that **vehicle technologies** referred to in this qualification reflect current practice, but may be subject to amendment/s, updates and replacements during the life of this qualification. Therefore IMI Approved Centres must ensure they are aware of the latest developments and emerging technologies to ensure the currency of this qualification.

Please note: the relevance of the information contained in the **unit content** will vary depending upon the vehicle types being worked upon. The unit content is for guidance only and is not meant to be prescriptive.

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Requests should be made in writing and addressed to:
Institute of the Motor Industry (IMI)
Fanshaws, Brickendon, Hertford SG13 8PQ



CONTACT SHEET

Learner Name:	
Learner Registration No:	
Learner Address:	
Learner Tel No:	
Learner Email:	
Employer Contact:	
Employer Name & Address:	
Employer Tel No:	

Please complete as appropriate:	
Witness Name:	Witness Name:
Witness Job Title:	Witness Job Title:
Witness Signature:	Witness Signature:
Witness Name:	Witness Name:
Witness Job Title:	Witness Job Title:
Witness Signature:	Witness Signature:
Assessor Name:	Assessor Name:
Assessor Signature:	Assessor Signature:
Assessor Name:	
Assessor Signature:	
Internal Verifier Name:	Internal Verifier Name:
Internal Verifier Signature:	Internal Verifier Signature:



SECTION 1

Guidance for IMI Personal and Social Development Qualifications for the Automotive Environment

1.1 Introduction

These qualifications are designed to engage and motivate 14-19 year olds who are interested in learning about the retail motor industry. They are aimed at learners who prefer and respond to 'hands-on' learning. Therefore they each have a practical approach to assessment and include many visual questioning techniques which will stimulate and interest learners.

1.2 Entry Requirements

There are no entry requirements for these qualifications.

1.3 Qualification Structures

This Qualification Guidance and Assessment Criteria document contains the Entry Level 3 and Level 1 Award. The qualifications' unit structures can be found on pages 10 and 11.

Each unit contains learning outcomes. In order to pass and achieve certification of their selected qualification, learners must achieve all of their selected units' learning outcomes, by completing the underpinning knowledge assessment criteria (see section 4.2 of this guidance document).

Each unit also contains details of its learning hours and credit & leveling.

1.4 Assessment

In order to pass this qualification, learners must demonstrate its learning outcomes by following and achieving its 2 assessment components:

a. IMI Assessments

IMI has created a set of assessments to be completed by learners for each of their selected units. These assessments are designed to ensure rigour and quality of assessment by measuring the learner's underpinning knowledge.

The majority of the tasks within the assessments will be assessed via observation and oral questioning. Some units also contain short Learner Task Sheets for learners to complete independently (these task sheets may be laminated, at the discretion of the approved centre).

Assessor Feedback boxes: These boxes are designed to provide assessors with an area where they can record their observations of the learner for each task. These boxes can be used flexibly, at the assessors' discretion.

The assessments for these qualifications are in the IMI **Assessments** document. This document can be found within the 'qualifications' area of the IMI website www.theimi.org.uk/awarding. It is essential that assessors check the website at regular intervals to ensure that they are using the latest assessments.

All assessments must be recorded and marked by an IMI approved assessor from the approved centre. They will form part of the centre's internal moderation process.

To ensure consistency of approach, the assessments will be sampled by an IMI external quality assurer during their regular monitoring visits to the approved centre (see IMI Operating Manual for monitoring procedures).



SECTION 2:

Learning and Assessment Strategies

2.1 Introduction

The structure of these qualifications is outlined in Section 1 and 4, together with the assessment criteria that must be met for learners to achieve their selected qualification. However, the centre is responsible for adopting learning and additional assessment strategies to help the learner throughout their programme.

These qualifications have been designed to be offered to full time or part-time learners who may attend the centre on a day release or block release basis.

Whatever the timescales for attendance, it is essential that delivery of these qualifications is given a practical emphasis.

2.2 Different Assessment Methods

A range of assessment methods should be used to enhance the learning outcomes, in addition to the IMI assessments. The assessment methods selected for each unit should be appropriate to its aims, level of work and the learning outcomes to be achieved. These qualifications support the delivery of 'theory', but all opportunities should be taken to support this with practical instruction and/or demonstration.

Different assessment methods to consider include:

- open-ended and long answer questions
- reports, reviews and case studies
- practical assignments (assessed for process, as well as product)
- 'end of unit' multiple-choice question papers
- observation

2.3 Developing a Strategy

The assessment of these qualifications is based upon the achievement of learning outcomes. For each learning outcome there is a set of assessment criteria, all of which must be met by learners (see Section 4.2 of this guidance document).

An example strategy showing how these learning outcomes may be achieved is shown below:

	Assessment and Learning Strategy		
	Individual assessment	Group assessment	Learning strategy
Knowledge and understanding	<ul style="list-style-type: none"> • online external tests • structured discussion (recorded) 	<ul style="list-style-type: none"> • group exercises 	<ul style="list-style-type: none"> • demonstrations • assessorials • e-learning • blended learning etc.
Skills and competences	<ul style="list-style-type: none"> • individual assignments • individual projects • individual presentations • reflective journals/logs • observation of performance • testimony, reports of others (e.g. peers) • practical workshop tests • video or digitally recorded evidence 	<ul style="list-style-type: none"> • group projects • group presentations 	<ul style="list-style-type: none"> • skills workshops • simulations • role-play • case studies
Values and attitudes	<ul style="list-style-type: none"> • reflective journals/logs • discussion 	<ul style="list-style-type: none"> • group exercises • group presentations 	<ul style="list-style-type: none"> • peer support



When developing and following such strategies, it is important to use the assessment criteria to standardise assessment methods. This will serve two main purposes:

- to help clarify to learners how their work will be judged (irrespective of which assessor is teaching them)
- to ensure that there will not be any unfair disparity in the ways a unit will be assessed by different assessors.

2.5 Summary

Although the assessment criteria for learners to achieve these qualifications is clearly defined, there is also sufficient scope for centres to devise their own additional assessments. Centres are also responsible for monitoring learners' progress throughout their programme.

Do:

- develop a learning and assessment strategy
- use a range of different assessment methods
- use assessment criteria to standardise assessment methods



SECTION 3: Centre Responsibilities

3.1 Introduction

The **IMI Approved Centre Operating Manual** is the source of all information for centres offering IMI qualifications. It states clearly the roles and responsibilities of centre personnel and the policies and procedures that must be in place at the centre. It also includes full details of the administrative procedures to register learners and request certificates along with the IMI customer service charter.

The operating manual is available in the 'centres' area of the IMI website at www.therimi.org.uk/awarding. It is updated regularly and centre co-ordinators must check the website regularly to ensure they are operating to the current version.

3.2 Administration

The centre co-ordinator is responsible for ensuring that all learners working towards these qualifications have been registered correctly with the IMI. He/she is also responsible for ensuring that all assessors and internal moderators and invigilators have been approved by IMI (and issued with the appropriate PIN) **before** they carry out assessments or moderation.

Centre co-ordinators must also authorise all requests for certificates for these qualifications having ensured that all the assessment criteria have been met.

The IMI operating manual includes details on how to use the on-line system for administration and on-line testing. It also explains how learners' needs for special arrangements/consideration can be met.

3.3 Learner Induction

Each learner must receive a face-to-face induction at the start of their programme. The learner must be informed as to which qualification they are registered for with IMI and be made aware of the assessment methods that will be used throughout their programme.

During their induction learners **must** be given a copy of the IMI complaints and appeals procedure (contained in the IMI operating manual), as well as the centres own complaints procedure.

3.4 Policies and Procedures

All IMI approved centres must comply with all health and safety requirements and have policies which ensure equal opportunities and access to fair assessment for all learners.

Health and safety is paramount. Centres offering these qualifications to young people between 14 and 16 years of age must be aware of their additional responsibilities.

All training workshops (and work placements) must be risk assessed to ensure that the environment is safe and secure for 14-16 year olds prior to delivery of training and that due care and diligence is taken throughout.

The risk assessment must detail how risks to learners will be minimised or alleviated. The risk assessment should ensure the workshop/placement meets legal requirements e.g. Health & Safety at Work Acts and Employer Liability Insurance. The risk assessment and workplace monitoring processes must be auditable and retained by the centre to be reviewed at any time by an IMI external quality assurer.

Full details of policies and procedures and all other criteria to maintain the status as an IMI approved centre are contained in the IMI operating manual.



3.5 Assessment and Moderation

The assessment criteria for these qualifications is specified within Section 4.2 of these guidance notes. These assessment criteria must be met in full before a learner can be deemed to have completed their selected qualification. These qualifications must be internally moderated in line with the centre's strategy for internal moderation.

The main document to be used when assessing learners against this qualification is the **Assessments**. This document can be found in the 'qualifications' area of the IMI website (www.imiawards.org.uk). It contains details as to how the assessments should be completed, however if you are uncertain, please ask your external quality assurer for further advice and guidance.

Records of learners' progress and achievements must also be kept at the centre. Although centre records may take a variety of formats, they must be clear and concise and show unsuccessful assessments, as well as learner achievements. They must be made available to an IMI external quality assurer during routine monitoring visits. Therefore providing a clear audit trail to show where, when and how learners have met the criteria.

IMI has developed a **Candidate Assessment Summary** document (for each qualification) for assessors and internal moderators to complete as the learner achieves each part of the assessment process, as well as providing a summary sheet for each unit to be 'signed off'. The Candidate Assessment Summary can be found in the 'qualifications' area of the awarding website. It is recommended that centres use this document throughout the learner's programme.

IMI external quality assurers will sample learners' work during routine monitoring visits to the centre and prior to certification claims being made unless the centre has direct claim status (see the IMI operating manual).

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