



**GNVQ Support
Programme**



The revised GNVQ

Managing

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Published by FEDA

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Registered with the Charity Commissioners

Editor: Jenny Rhys
Proofreader: Jeremy Pinel
Designer: Kevin Ashill

ISBN 1 85338 527 1

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Foreword

The revised GNVQ is being introduced into schools and colleges from September 2000. It will introduce changes that were recommended by the Capey review of GNVQ assessment and also by Sir Ron Dearing's review of all post-16 qualifications. The changes are designed to achieve two major objectives. First, to ensure that all GNVQs are more manageable in schools and colleges. Second, to ensure that the assessment of GNVQs is rigorous and consistent.

This pack is part of the support provided through FEDA's GNVQ Support Programme. It is one of five packs designed to help tutors and managers implement revised GNVQ courses:

- Managing the revised GNVQ
- Recruitment, induction and progression
- Teaching, learning and assignment writing
- Assessing the revised GNVQ
- Key skills within the revised GNVQ.

Each pack is divided into sections which are subdivided into a series of topics exploring the management implications of the revised GNVQ.



Introduction

The structure of the pack

This pack is divided into two sections.

Section 1 explores GNVQ management from a strategic perspective, including all those matters that need to be managed at centre level: for example, which GNVQs to offer and at which levels, assigning staff to programmes, resources for each GNVQ and quality assurance systems.

Section 2 addresses the issues that relate to each individual course: for example, choosing which units to offer, timetabling class contact and assigning responsibilities to staff for unit delivery and assessment.

Whatever your role, all sections of the pack are useful. Read the whole pack at least once to gain an overview of the management implications of the revised GNVQ and then reread those sections that are most relevant to you.

If you are a senior manager the first section is particularly relevant. If you are the GNVQ centre coordinator you need to be familiar with both sections. To a GNVQ course coordinator, Section 2 is the most important. If you have a general management role that includes some GNVQ responsibilities then pick out the relevant topics.

GNVQ management roles

Each GNVQ centre has its own organisational culture and structure and these will determine the detailed management system. Most centres have the following key management roles:

- GNVQ senior manager
- GNVQ centre coordinator
- GNVQ course coordinators
- Key skills coordinator.

The internal verifiers also have a key monitoring role. Other managers involved with GNVQs might include faculty or section heads, the other members of the senior management team and cross-centre managers covering such functions as marketing, guidance, key skills etc.

The GNVQ senior manager

The wider strategic management of GNVQs within a centre is the responsibility of the senior management team. Centre experience has shown that a specific member of the team must be designated to have a clear overall responsibility for GNVQs. The GNVQ senior manager will typically be responsible for:

- identifying the rationale and objectives for running GNVQs (see page 4)
- choosing which GNVQ vocational areas to run and at which levels (see page 4)
- allocating resources to the GNVQ programme (see page 7)
- appointing the centre and course co-ordinators to manage and deliver the programmes (See below)
- developing policies and strategies for marketing and recruitment (see page 8)
- overall quality assurance. (see page 11)

In practice the senior manager often delegates some of the responsibility for these issues to other managers or to the GNVQ and course coordinators. For example, a section head may choose the course coordinators for their section, and marketing may be the responsibility of a specialist marketing team.

The GNVQ centre coordinator

Many aspects of any GNVQ programme are common to all vocational areas. It takes time and effort to develop effective systems for implementing, monitoring and recording GNVQ course activity and it does not make sense for each separate team or even department to develop its own

approach. The degree of central coordination you need depends on the scale of your GNVQ provision. Where several GNVQs are offered, and especially where there is more than one GNVQ team, this is best carried out by a centre coordinator (usually called the GNVQ coordinator).

The GNVQ centre coordinator should collaborate with the senior management team, the course coordinators and internal verifiers to:

- develop and implement common policies, procedures and documentation (see page 9)
- promote the effectiveness of GNVQ staff through staff development (see page 10)
- monitor the centre's GNVQ provision, report on progress to the programme teams and senior management, and recommend adjustments where appropriate (see page 11).

The GNVQ course coordinator

GNVQs require a team approach and this is generally best achieved when each distinct GNVQ course has a coordinator. Where there are several small groups, one person may coordinate several GNVQ courses. A course coordinator should collaborate with the course team to design and set up the course, promote the effectiveness of the team and monitor the course and make adjustments. The course coordinator's responsibilities usually include:

- selecting units (see page 12)
- timetabling teaching staff (see page 12)
- assigning staff responsibilities to specific units (see page 13)
- coordinating the planning of teaching and learning opportunities (see page 15)
- coordinating the development of key skills
- recruiting students (see page 8)
- organising student induction into the specific GNVQ programme (see page 17)
- promoting team work (see page 17)
- monitoring and improving the course (see page 11).

Section 1 – Strategic management issues

Why run GNVQs?

If you have not yet decided whether to run GNVQs it is worth considering the potential benefits they may offer to your centre. These include:

- a vocationally oriented curriculum offer which can be successfully delivered in full-time education
- an alternative approach to learning activities and assessment which is interesting and attractive to many students and can improve retention and success rates
- a flexible, unit-based structure with clear equivalencies to other awards
- Foundation and Intermediate GNVQs as an alternative to a GCSE resit programme
- Advanced-level GNVQs as an alternative to A- and AS-levels for able students who prefer a more vocational approach
- all levels as an alternative to NVQs for students who do not wish to study academic subjects but who are not yet sure of their career choice
- increased staying-on rates for school sixth forms
- increased participation rates for all post-16 education providers
- a nationally recognised award with a rigorous quality assurance system.

Set clear objectives for your GNVQ courses based on these potential benefits.

Which GNVQs?

You need to choose which vocational areas to offer, at which levels and – at Advanced level – whether you will offer 12-unit, six-unit and three-unit GNVQs.

The vocational areas available from September 2000 are shown in Table 1.

Table 1 – GNVQ vocational areas available from September 2000

Vocational Area	Part 1	Foundation	Intermediate	Advanced 12/6-unit	Advanced 3-unit
Art and design	●	●	●	●	
Business	●	●	●	●	●
Construction and the built environment		●	●	●	
Engineering	●	●	●	●	●
Health and social care	●	●	●	●	●
Hospitality and catering		●	●	●	
Information technology	●	●	●	●	●
Land and environment		●	●		
Leisure and recreation				●	
Leisure and tourism	●	●	●		
Manufacturing	●	●	●	●	
Media: communication and production		●	●		
Performing arts		●	●	●	
Retail and distributive services				● ¹	
Science		●	●	●	
Travel and tourism				●	

1. Only available as 6-unit award

The equivalence of GNVQs at each level to academic and vocational awards is shown in Table 2.

Note: each Advanced GNVQ unit is equivalent to one A-level module so there is precise correspondence between A-levels and GNVQs. Both are graded A-E.

Table 2 – GNVQ equivalences

Level	Type	Grade	Corresponding key skill level	Academic	Vocational
Foundation	Three-unit (Part One)	Pass	One	2 GCSEs at grade F/G	NVQ units at Level 1
		Merit		2 GCSEs at grade E	
		Distinction		2 GCSEs at grade D	
Foundation	Six-unit	Pass	One	4 GCSEs at grade F/G	NVQ units at Level 1
		Merit		4 GCSEs at grade E	
		Distinction		4 GCSEs at grade D	
Intermediate	Three-unit	Pass	Two	2 GCSEs at grade C	NVQ units at Level 2
		Merit		2 GCSEs at grade B	
		Distinction		2 GCSEs at grade A/A*	
Intermediate	Six-unit	Pass	Two	4 GCSEs at grade C	NVQ units at Level 2
		Merit		4 GCSEs at grade B	
		Distinction		4 GCSEs at grade A/A*	
Advanced	12-unit	A-E	Three	2 A-levels at corresponding grades A-E	NVQ units at Level 3
Advanced	Six-unit	A-E	Three	1 A-level at corresponding grades A-E	Partial NVQ at Level 3
Advanced	Three-unit	A-E	Three	2 AS-levels at corresponding grades A-E	Partial NVQ at Level 3

When choosing which GNVQ(s) to offer, you need to consider:

- your existing GNVQ provision, if any
- other provision in your centre
- the resources available and the resources required (see page 7)
- staff expertise (see page 13)
- the target student groups
- other centres' provision
- the local labour market
- progression issues (also see – Recruitment, induction and progression).

Your existing provision, if any

If you already offer GNVQs, you may simply continue to offer the same vocational areas. However the revised GNVQ does offer an opportunity for review and change, and it may not always be appropriate to continue with the existing arrangements. Advanced GNVQ Leisure and tourism has been split into Travel and tourism and Leisure and recreation, so you will have to choose whether to offer one or both of the two qualifications.

Also note that students starting GNVQs before September 2000 will not be able to change mid-course onto the revised specifications.

Other provision in your centre

Consider whether any of the proposed GNVQs clash with or complement your current provision. Possible clashes include subject overlaps, for example between six-unit Business GNVQ and A-level Business studies or between six-unit Information and Communication Technology GNVQ and A-level Information and Communication Technology. It is perfectly acceptable to offer these competing options, since they have a different focus and approach, but it may cause recruitment problems if you have only a small cohort of students.

More commonly, you will find that GNVQs add variety and choice to your provision. For example, they can be jointly timetabled or offered as options within modular timetables. The difference in approach and assessment between GNVQs and academic awards makes it difficult to combine students from each type of award into a single teaching group. However, six-unit GNVQs in particular lend themselves to being offered as modules within an A-level modular timetable.

Table 3 – GNVQ combinations

GNVQ	combined with academic	combined with vocational
Foundation or Intermediate GNVQ	additional GCSEs	additional NVQ units or other vocational qualifications
One or more 6-unit GNVQ taken over two years	one or more A- and/or AS-levels taken over two years	additional NVQ units or other vocational qualifications
One or more six-unit GNVQs taken over one year with the option to convert to a 12-unit award in the second year	one or more A- and/or AS-levels taken over one or two years	additional NVQ units or other vocational qualifications
One 12-unit GNVQ taken over two years	one additional A- and/or AS-level	additional NVQ units or other vocational qualifications
One 12-unit GNVQ with one complementary six-unit GNVQ taken over two years	Probably not advisable to add any further qualifications	

There is a wide range of potential combinations. The main choices are shown in Table 3 but others are possible. All combinations should include key skills.

The range of options your centre can offer will depend on which levels you offer, your specific timetabling arrangements and how access to key skills will be enabled.

Target student groups

Be careful to aim your GNVQ provision at all types of students. This will raise the status of GNVQs in your centre. The GNVQ system is intended for students of all levels of ability and can challenge even the most able.

○ **Also see – Recruitment, induction and progression**

Other centres' provision

You need to consider what other local schools and colleges are providing. The information may simply help you to assess the viability of a particular option but there may also be useful scope for collaborative agreements. This is a complex and delicate area but collaboration can offer benefits in terms of shared development costs as well as agreements on what to offer. For example, each member of a group of local centres might agree to specialise in particular GNVQs to minimise the risk of courses closing through lack of recruitment. Consider using existing local networks to facilitate this process or setting up a local GNVQ provider network.

Resources

Rooms and equipment

Most GNVQs do not have a prescribed level of resources, but clearly some vocational areas require more room space and/or equipment than others. For example, GNVQ Information Technology requires more in-house computers and software than most other areas while GNVQ Hospitality and catering requires access to catering facilities. This may influence your choice of GNVQs, since some will be more expensive to set up and run than others.

Many GNVQs do not require specialist classrooms, but all GNVQ students need effective access to study areas and to equipment and facilities for preparing assignments and reports, e.g. computers and printers.

External contacts

The vocational emphasis of GNVQs demands contact with external organisations. You will need to establish and promote contacts through making visits, arranging work shadowing, involving local organisations in assignment design and assessment, inviting organisations to join a course development group, bringing in outside speakers etc. This process should be incorporated into centre policy and encouraged, supported and monitored.

Learning materials

Given the emphasis on self-directed learning, you need to consider the availability of learning materials in your centre. As well as the library, most centres have learning resource centres that contain published and centre-produced learning materials. These generally include published paper-based and multimedia (CD-ROM and Internet) resources as well as in-house,

course-related handouts and activities. You also need to consider students' access to external resources such as local libraries, and the vocationally specific materials that may be available through relevant local organisations. Negotiated access to local external resources will help to supplement your own resource provision.

Notional learning hours

There is no prescribed amount of notional learning hours, but 60 hours per vocational unit is typical and is in line with previous recommendations. You may also consider allowing teams to allocate different amounts of time to some units within a fixed overall amount of time.

Likewise, there is no prescribed amount of class contact for key skills but they will require some contact time, particularly as students need to be prepared for external assessments. Another factor is the amount of additional support individual students need.

○ **Also see – Key skills**

Structured study and work time in addition to class contact

As well as formal class contact, consider providing additional scheduled study time in a learning resource centre. Since so many of the internally assessed vocational units require the students to research their own information, this policy gives an appropriate emphasis to self-directed learning. Also consider the amount of access to learning facilities that students will have outside the scheduled times. For example, when will they have access to computing and printing facilities?

Recruitment and marketing

Strategies for marketing GNVQ courses are not essentially different from those for any other course. Effective marketing depends on clearly identifying the benefits GNVQs offer to potential students. These include:

- relevance to their future careers and working life
- development of a wide range of knowledge and skills which will be valuable at work or in further and higher education
- an active, interesting and varied learning programme
- development of learning skills – learning how to learn
- a wide range of vocational areas to suit their specific needs
- progression opportunities
- a wide range of combinations with academic and vocational awards
- a nationally recognised award.

○ **Also see – Recruitment, induction and progression**

Centre-wide policies and procedures

Consider developing common systems to cover:

- recording achievement (see below)
- delivery and assessment of key skills (see below)
- internal verification (see page 11)
- dealing with awarding bodies and particularly the external moderation process (see page 11).

These should allow a limited degree of variation to reflect the different needs of each vocational area and level.

Recording progress on revised GNVQs is a relatively straightforward process in which each team has to record the unit achievement of each student. Awarding bodies usually provide documentation for record-keeping. Use it or adapt it to your centre's needs.

Make sure that all generic centre policies – such as those for equal opportunities and access – are in place within each GNVQ programme. Some centres also establish common policies on such matters as late submission of work and attendance.

Common systems and procedures are preferred because they:

- ensure consistency and fairness
- avoid duplication of effort
- can be a vehicle for effective staff development
- help ensure and assure quality.

Developing key skills

Key skills are separately certificated in the revised model but are still expected to be delivered and assessed within the GNVQ context. Key skills may be delivered by:

- specialist key skills tutors
- vocational specialists with sufficient key skills competence
- a combination of both.

A key skills specialist may be preferred to deliver the external assessment component but the internal component could probably be mainly delivered and assessed by the vocational team.

Typically each key skill is delivered and assessed by several different members of staff. This has the advantage that the students are more likely to perceive the key skills as integral to the vocational programme, but the drawback is that it requires much more careful coordination. In particular there is a danger that students will duplicate work for some aspects of the key skill but leave out other parts completely.

You cannot assume that all your students will possess the necessary skills at the level required to transfer them into the vocational context. There are likely to be wide variations in the skill levels of your students and it is important therefore to provide as far as possible an individualised development programme for each student. This avoids the more competent students becoming demotivated because they are covering ground they already understand and ensures that students with specific key skills weaknesses receive the support they need.

The diagnosis of key skills strengths and weaknesses, and the design of an appropriate development programme, is usually best done by

a specialist. You need to make available a range of resources to support students. These will be partly delivered through timetabled class contact and partly through learning resources accessed in study times. You need to consider both aspects in planning key skills support.

Ideally, each student should be assessed for key skills level on entry to the course and given a customised development programme to enable him/her to attain their best achievement.

○ **Also see – Key skills**

Staff development

Staff development includes the need to keep staff up to date with current developments in the GNVQ system, and to provide staff development that will improve their competence and vocational experience to deliver the programmes.

Even staff who are experienced in delivering current-model GNVQs will need to become fully aware of the revised characteristics and the implications for their own practice. High-quality staff training is essential, which may be complemented by the use of in-house development projects. (See the FEDA pack *Improving quality through small projects* for a well-tried approach to running such projects.)

A cross-section of staff should take advantage of the relevant awarding body's standardisation training activities and cascade their learning to their GNVQ colleagues.

For staff new to the system, GNVQs are a significant departure from the kind of teaching with which they are familiar; they will therefore need a high level of support to make the transition. Staff who are familiar with the current system may have less difficulty adapting but still need to be aware that some current practices need to be changed.

You will also need to provide information and support for staff not involved directly in GNVQs to help them to understand the system and give it support where appropriate.

Internal verification

In the revised GNVQ, responsibility for making final assessment decisions for all internally assessed units rests clearly with the assessor and the course team. Details of the standards moderation process are not yet finalised but there are serious potential consequences for failing to assess accurately and consistently. Certification may be withheld until the awarding body is satisfied that the centre's assessment judgements are accurate. In extreme cases this could mean reassessing whole portfolios of all the students before they can be certificated.

It is therefore vital that, in addition to your standard quality assurance and monitoring systems, you have a robust internal verification system and procedures and systems for effective coordination with external moderation processes.

Key characteristics of an effective internal moderation system include:

- appointment of internal verifiers with an appropriate level of subject expertise to cover each assessor
- regular and systematic sampling of the assessment judgements of each assessor across all units by the internal moderators
- effective feedback and support for assessors provided by the internal verifiers
- regular standardisation meetings for groups of assessors to give them an opportunity to assess a standard piece of work and compare their judgements
- a clear appeals procedure for students if they are not satisfied with an assessment judgement.

○ [Also see – Assessing](#)

Monitoring and improving the programme

Course review and evaluation

Centre-wide data can be collected for comparative purposes on entry qualifications, overall recruitment, achievement and completion rates and progression, as well as the results of student satisfaction surveys. The GNVQ coordinator is ideally placed to collect and analyse these data, and to report progress to the senior management and course teams.

As well as monitoring key performance data, the GNVQ coordinator has the wider role of advising and supporting course teams on all aspects of their programmes. Each course coordinator monitors his/her course, makes adjustments as appropriate and passes information on to the GNVQ coordinator. This then becomes part of the centre's quality audit process.

Choosing an awarding body

Three unitary awarding bodies offer the revised GNVQ. In alphabetical order, these are:

- AQA
- Edexcel
- OCR.

Each unitary awarding body developed its own optional units at Intermediate and Advanced level (though OCR and AQA jointly developed their optional intermediate units), but the fundamental structure and principles are the same for all units. Therefore your choice of awarding body can be based on their quality of service, choice of options and relative costs.

Section 2 – Managing a GNVQ course

Selecting units

Factors to take into account when choosing units include:

- the Qualifications and Curriculum Authority (QCA) rules for selection
- staff expertise
- progression opportunities
- the optional units offered by your chosen awarding body
- your expected student intake
- the preferences of your students, where known.

You must offer all the QCA-produced vocational units and select the required number from the awarding body units using the rules for selection for that vocational area, i.e. that at least one-third of the chosen units must be externally assessed. This applies to both optional and compulsory units.

For **Foundation and Intermediate levels** you must adhere to the 3 + 3 or 4 + 2 model for that vocational area.

For a **six-unit award** you must adhere to the model for that vocational area.

For an **Advanced 12-unit award** you must offer the six QCA-produced units and at least six units from the awarding body, two of which must be externally assessed.

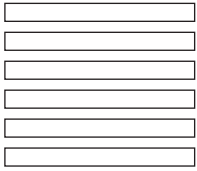
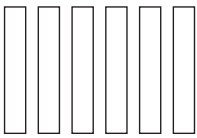
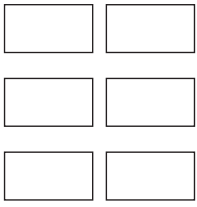
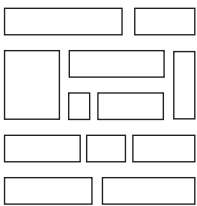
You may decide to offer more than the minimum number of options to give your students a choice.

Timetabling teaching staff

Timetabling models

See 'Notional learning hours' (page 8) on resources for a discussion of the number of hours that should be timetabled to each unit. Various timetabling models are shown in the Table 4.

Table 4 – Timetabling models for GNVQ units

Concurrent (long thin)	
Each unit is timetabled for the full year and is usually only completed at the end of that year	
Unit by unit (short fat)	
Each unit is dealt with fully before moving on to the next	
Sequential (mixed)	
Units are dealt with two or three at a time (three at a time in a semester system and two at a time with a term calendar)	
Integrated	
Class contact is not pre-allocated to specific units and the programme is delivered in an integrated form	

There is no one correct model but most centres have tended to opt for a mixed model: two or three vocational units run concurrently for a term or semester, with perhaps the key skills running throughout the year.

The concurrent (long thin) model has the drawback that it does not permit the students to achieve units cumulatively. By contrast, the unit-by-unit model (short fat) tends to demotivate students who may become bored by the intense focus on a single unit. It also ignores the fact that some units link to each other and should be taught at the same time. The integrated model is very effective when properly managed but is complex and difficult to get right.

If you choose a sequential model you have to determine the sequence of the units. A key consideration in this decision is the timing of external assessments. You could timetable the external units first to maximise the students' opportunities to sit the external assessment. Other factors to consider are the logical sequencing of information in the units and whether any units seem more difficult (and therefore could be postponed) or less difficult (and should therefore be scheduled early in the programme). Unit one is usually an introductory unit so will tend to be chosen first.

Staffing the vocational units

This involves deciding which members of staff will contribute to the programme and assigning unit teaching, assessment and moderation responsibilities to them. Clearly some tutors may teach on more than one type of unit.

There are several alternative approaches to allocating staff to the units as shown in Table 5.

Table 5 – Approaches to staffing the units

Approach 1	each unit delivered by a single member of staff who takes full responsibility for that unit
Approach 2	two or more staff allocated to each unit
Approach 3	one member of staff per unit but the team contributes to assignment development

Involving more than one member of staff in each unit increases the breadth of experience brought to the unit, but does need a collaborative approach if it is to work effectively. In particular, a joint scheme of work and assignment programme should be developed and time must be made available for the unit tutors to meet and discuss progress, assessment etc.

Qualities needed by GNVQ teachers

Most aspects of a GNVQ vocational teacher's role are similar to those of a teacher on any other course, but there are some unique characteristics that will influence your choice of staff. Table 6 sets out additional qualities needed by the GNVQ teacher/assessor in addition to the usual teaching experience and qualifications.

Table 6 – GNVQ teacher qualities

Essential requirement	Comment
Relevant and recent vocational experience/knowledge	If you are choosing staff from within your centre, some may not have this experience or it may not be current, so you need to plan for staff to gain relevant experience and carry out research themselves
Understanding of the GNVQ structure and assessment system	Particularly the process of compiling a portfolio of evidence and preparing students for external assessment
Understanding of key skills – their nature, purpose and assessment method	Most staff will be involved directly with the key skills and all should be supportive of the students' efforts to gather evidence; students are easily discouraged by negative remarks about the value of key skills
For the externally assessed key skills component, relevant expertise in identifying key skills weaknesses and devising corrective programmes, as well as some understanding of the vocational context	If key skills specialists are used to deliver this component, they need to have or acquire some knowledge of the vocational area(s) they are supporting
Ability to judge evidence against the relevant unit criteria	Some staff find it difficult to work with a purely criterion-based system; they need to be clear that no additional criteria should be introduced.
Ability to work effectively in teams	There is a significant amount of team work, particularly in relation to assessment

○ **Also see – Teaching, learning and assignment writing**

The role of the vocational tutor

In theory it is possible to separate the role of tutor from that of the assessor. In practice the roles are almost always combined for internally assessed units. Table 7 describes the key tasks of a vocational tutor/assessor.

In addition, vocational tutors usually have some input into the delivery and assessment of the internally assessed components of the key skills.

○ **Also see – Key skills**

Planning teaching and assessment

Advanced planning is particularly important for GNVQ programmes because of the need to coordinate the efforts of the whole team. As well as the usual schemes of work for each unit, the team should produce an overall assessment plan indicating:

- when each assignment is to be issued and submitted
- which assignments will contribute to which key skills
- scheduled dates for external assessments of relevant units; how this is done will depend on the rules for the particular units.

The teaching and assessment programme should be designed to incorporate the key principles of active learning, vocational relevance and integrated key skills. The team should be able to show how, where and when they have planned to apply these principles.

○ **Also see – Teaching, learning and assignment writing**

Table 7 – Key tasks of a vocational tutor

Key task	Internally assessed unit	Externally assessed unit
Develop a scheme of work for the unit, scheduling the main teaching/ learning opportunities, external contacts/visits and the use of internal resources and indicating the date(s) for submission of assessment evidence	●	●
Provide teaching/learning support for the assigned unit, ensuring coverage by students of the 'What you need to learn' section and reflecting the guidance on teaching strategies supplied in 'Essential information for teachers'	●	●
Support students to help them provide the evidence for the unit as specified in the 'Assessment evidence' section. This support should take full account of the guidance on assessment evidence supplied in 'Essential information for teachers'	●	
Support students to help them prepare for the external assessment of the unit as specified in the 'Assessment evidence' section. This support should take full account of the guidance on assessment evidence supplied in 'Essential information for teachers'		●
Liaise with external organisations to help the students gain access to vocationally relevant information. This liaison may take the form of trips, work shadowing, case-study material and e-mail, letter and telephone contact. The aim is to pave the way for the students and to avoid logistical problems arising from many students contacting a single organisation	●	●
Assess the completed evidence supplied by the students against the criteria specified in the 'Assessment evidence' section, also using 'Essential information for teachers'	●	
Provide feedback on assessment outcomes and give advice to those who need to resubmit referred work or re-sit the external assessment	●	●
Review assessment outcomes with the students and give advice to those who need to resit the assessment		●
Keep records of student achievement and pass these on to the course coordinator	●	●
Supply assessed work to the internal and external standards moderators as and when required.	●	
Respond appropriately to feedback from internal and external standards moderators/examiners	●	●
If sharing the unit with another tutor, meet to plan the scheme of work, assessment programme and student progress, and collaborate on marking assignments.	●	●
Take part in team meetings and activities	●	●

Inducting students

GNVQ induction should be designed to familiarise students with the distinctive learning culture and assessment regime. This process may take much longer than the few days or a week normally allocated to induction, and staff need to take account of the difficulty students may experience.

A formal induction is an essential component of any GNVQ course and should include the following topics:

- distinctive characteristics of the GNVQ system
- the layout and format of the specifications
- a list of the units provided and any options
- the weekly timetable and course calendar
- initial development of learning skills
- an introduction to assignment work and portfolio building
- key skills – nature and purpose
- the assessment system and timetable.

Induction activities should include:

- diagnostic assessment of any key skills strengths or weaknesses
- an individual programme action-planning interview for each student
- an induction assignment to help the students experience the assignment process, and ideally to generate evidence towards a particular GNVQ unit.

○ **Also see – Recruitment, induction and progression**

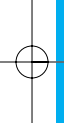
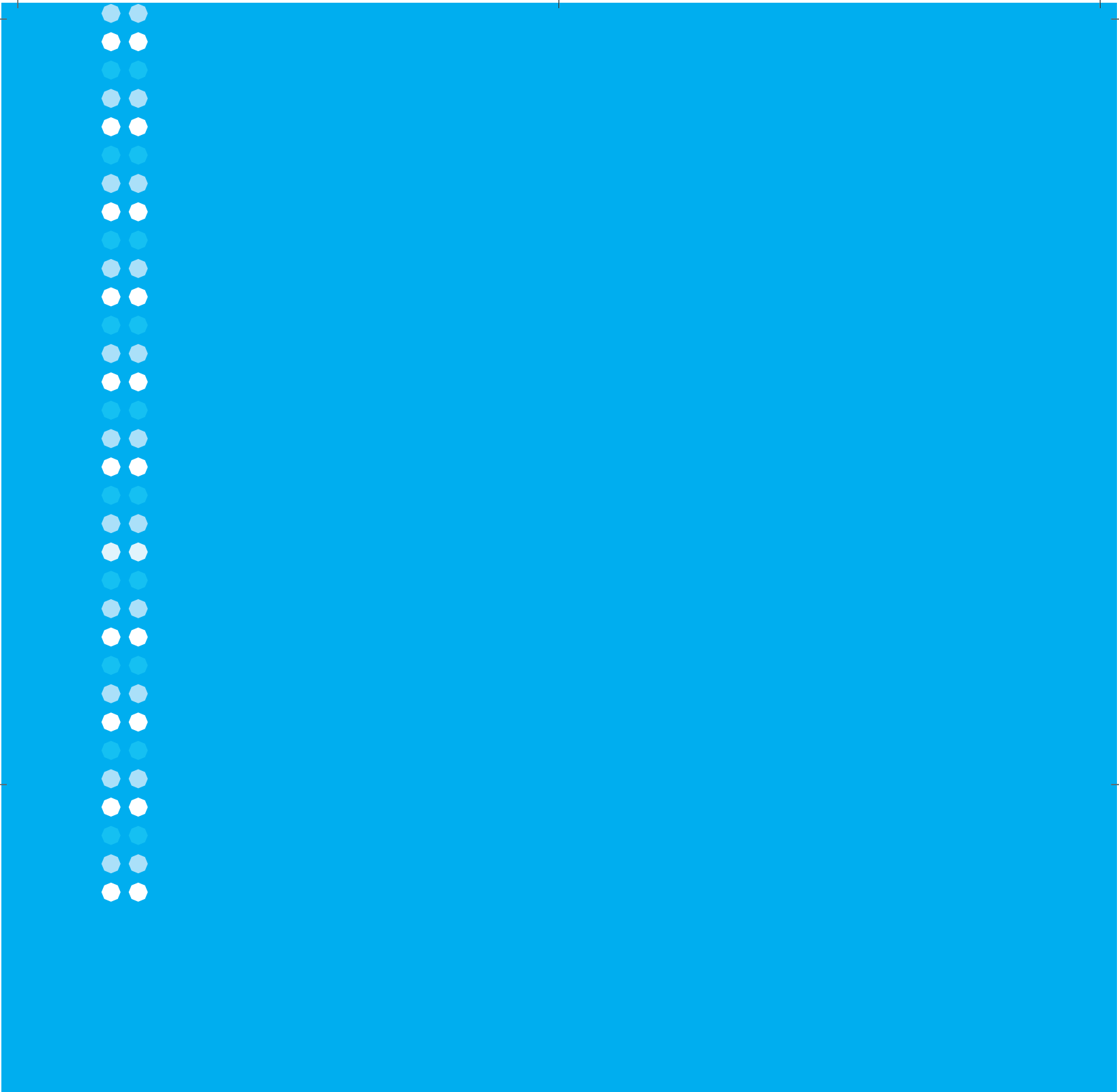
Promoting team work

It is important to hold regular team meetings, focused on the curriculum as well as administrative matters. Make sure there is a clear and relevant agenda with proper minutes and action points. Useful agenda items for team meetings include:

- the content and delivery of the induction programme
- internal moderation/standardisation activities
- identifying and enhancing key skills opportunities within the assignment programme
- student progress reports
- principles of effective assignment design
- preparation for external assessments
- preparation for external moderation.

Team meetings are also a useful forum for keeping staff up to date with the latest GNVQ developments; for providing staff development as appropriate; and for deciding who should go to external staff development events.

A team approach to GNVQs will help to integrate key skills, ensure the vocational relevance of the teaching and assessment programme; and ensure that a robust internal moderation system is in place and fully effective.



ISBN 1 85338 527 1

