

GNVQs 1992 - 1995:
The Implementation of GNVQ Programmes
at Institutional Level

Volume 2

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1.1 International solutions

Introduction

Other countries have used a variety of regulatory and structural approaches to control participation and access to achievement. England has sometimes adopted similar initiatives for example, the Technical and Vocational Education Initiative. School based vocational studies have been criticised for being far removed from current practice in the world of work. Whilst some may assume that this comment reflects some of the opinions on Vocational Education and Training (VET) in England, it is in fact a comment on the Finnish vocational education and training system (Heikkinen, 1992). This reinforces that we have much in common with other countries yet seem to learn little from their experience. The pace at which the compulsory phase has been extended and the means by which this is achieved has varied from country to country. The introduction of participation and attainment targets in the European Union has forced countries to address these issues. Some countries have introduced legislation to achieve these targets (for example, Belgium and Spain). Germany has acted more quickly than most, establishing a compulsory phase that extends beyond 16 years with full or part-time participation. These interventionist methods are favoured by some in England (Green, 1991) but the government prefers to exert control directly and indirectly at all levels via the systems for managing the curriculum, institutions and funding. More complex examples of how legislation is being used to promote both staying-on and the acquisition of qualifications, can be seen in France, Italy and Germany (Green and Ainley, 1995).

The use of different routes

In the search for reforms, other European countries have tried to introduce a range of alternative routes and qualifications. Some countries offer different routes as part of a system of option choices

(e.g. Denmark). In other countries (e.g. Spain and German) the route taken is dependent on the level achieved during the compulsory phase of education resulting in the vocational route being seen as a negative, lower status choice (e.g. Spain). Students who gain higher academic qualifications are the only ones allowed to follow an academic route (Bill, 1991). Table A1.1 summarises routes from a range of different countries.

Table A1.1

Routes offered by other countries for students staying in education or training

Country	Routes
Denmark	Four: academic; professional; technical; mixed
Canada	Three: academic; technical; vocational
Italy	Six available but these appear to divide into two main routes of academic and vocational
Spain	Two: academic; vocational
Australia	Two: academic; vocational
Belgium	Four: general academic; artistic; technical; vocational
Sweden	First selection from three: stay-in education; apprenticeship; youth programme. Subsequent choice in education from three: academic; theory; vocational
Germany	Progression routes are dependent on the type of school attended but the basic divisions are academic, technical and vocational

(DES, 1989; Bill, 1991; Watson, 1991; Green, 1991; Green and Ainley 1995)

Qualification routes are not necessarily simple. Italy specify six routes which can actually be grouped into three main routes. Australia appear to have only two main routes, academic and vocational, offered within the technical and further education system, but there are further sub-divisions.

The routes offered in a system are not necessarily applicable to the same age groups. In Denmark the number of routes decrease as students progress through the system. In some instances it is not simply a matter of the reduction in choice of routes or qualifications. Vocational routes, particularly those that are more specialised, are more likely to terminate at lower levels than their supposed academic equivalents (e.g. Sweden) and frequently have restricted progression to advanced or higher education.

Even when a variety of routes are available large numbers of students will not always select vocational or technical routes preferring academic ones (e.g. Canada. DES, 1989). The vocational route is less extensive than the academic route even when there is higher education provision in the

vocational route (e.g. Spain and Sweden). Evidence from other countries shows transfer between routes is not always feasible. In Finland differences between routes are actively promoted and perpetuated by state and local administrators, creating obstacles for students transferring between the academic and vocational routes (Heikkinen, 1992). For a number of reasons there is a lack of transfer within our own framework. For example, few Intermediate level GNVQ students transferring back into the academic route to complete A levels (FEU, 1994b).

Alternative routes have been introduced with varying degrees of success. In 1985 the French introduced a third strand to their Baccalaureate qualification, the Baccalaureate Professionel which could be achieved by those attending the lycee professionnel. Introduced to achieve similar aims to GNVQ, this qualification has not attracted the numbers initially predicted and was slow to gain acceptance by employers or higher education. It was regarded as lower status than the other baccalaureates. In 1993 the French introduced more changes via the Lycee Reform Plan (Weston and Stradling, 1993). Issues regarding student access to the baccalaureate, overcrowding in the lycees and the apparent unequal treatment and status of the students in the lycee professionnel led to student riots in the early 1990s. The older institutions offering the traditional baccalaureates were seen as prestigious and elitist with not all of the qualifications of equal value in the labour market. To some extent the French appear to be victims of their own success and many acknowledge that their system is still evolving. This is an important example to those in England who expect a new framework and qualifications to resolve issues of access, participation, achievement and parity without some process of evolution. No other country has introduced a route with the specific aim of linking other routes. England is unique in introducing three specific routes with a pre-vocational route providing a bridge between the other routes.

Separation via different institutions

Not only does the basic curriculum differ between countries but there are different structures used to deliver education and training in the compulsory and post-compulsory sectors. A small number of

countries offer academic, technical and vocational courses in the same institution. However, the usual trend is for different types of institution to specialise in the type of qualification offered, a specific route and either in the compulsory or post-compulsory phase. The French and German systems illustrate the types of divisions between institutions, routes, phases and qualifications seen elsewhere in Europe. The type of institution attended during the compulsory phase of education and the level of attainment both determine what is available in terms of progression, type of institution and qualifications that can be studied in the next phase. In England institutions have been encouraged to increase the range of qualifications and routes they offer. This is part of the deliberate increase in competition between institutions. This has resulted in a 'Jack of all trades' approach that is rarely seen in institutions in other countries.

Compulsory versus post-compulsory

Many countries strive to improve the transition between the compulsory and post-compulsory phases (Weston and Stradling, 1993). The age when the division between compulsory and post-compulsory provision occurs varies considerably between countries and affects participation rates. England have one of the longest compulsory phases of education. In countries where the post-compulsory age is lower than in England there may be fewer prospects of students gaining employment and funding may force them into participation in the post-compulsory phase.

Vocational education in other countries is not necessarily confined to the post-compulsory phase. Although most countries defer the selection of routes until the post-compulsory phase, some include selection at fourteen years of age (Belgium, Spain and latterly England with the introduction of Part One GNVQ). Transfer back to other routes is generally available but it is unclear how many use these options. Most appear to be 'one way traffic' out of the academic route (e.g. Denmark and France). Whilst early specialism is discouraged some countries offer 'taster' vocational courses during the compulsory phase (e.g. France).

Other countries are improving their diagnostic assessment methods in order to improve their ability to cater for the different learning needs of individual students (Broadfoot, 1996). For example the Netherlands use national tests to inform progression and provision. Broadfoot compares these developments in other countries with the low use of Accreditation of Prior Learning (APL) and diagnostic assessment in the English system which in turn results in a low use of fast-track options when they are available. Evaluations of the early implementation of GNVQ showed that diagnostic assessment and APL remained a low priority even when they were an approval requirement. In some instances, GNVQ centres have comprehensive APL systems which are entirely theoretical and have never been used.

The use of legislation is becoming more prevalent as countries try and resolve their problems.

Statutory requirements and voluntary sector agreements linking job status to qualifications and pay are used by some to encourage more people to gain qualifications. In Italy and Germany companies have a statutory duty to provide either training or paid release when they choose to employ unqualified youth. In Germany this has resulted in fewer non-apprenticeship jobs being available for those with no qualifications. This, coupled with greater pay differentials, has become a powerful incentive for students to move to post-compulsory provision, in effect raising the actual value of qualifications in the employment market place. However, attempts to decrease status differences between academic and vocational qualifications have largely been unsuccessful (Heikkinen, 1992).

More recently, there has been a plethora of reviews in our fellow European countries including the introduction of national curriculum reforms in Spain, Portugal, France and the Netherlands. Common areas of development within Europe include increasing the teaching of foreign languages and information technology within the curriculum. There is a move to increase study skills and levels of negotiation in relation to the length, content and mode of study on courses. The nature of the changes, the pace with which they are introduced and their degree of success, varies considerably from country

to country. There is evidence that many governments want reforms without altering the status quo of established academic qualifications. This is particularly true in countries where these academic qualifications are used to restrict access to progression such as in England and Belgium. Some countries compromise, by operating traditional and reformed systems side by side (DES, 1989). This is similar to the English preservation of A level as the 'gold standard' despite other qualifications being introduced in the post-compulsory sector.

The experience of the other European countries does not support the rationale behind our National Curriculum framework. The detail in their national curriculum programmes is being decreased and replaced with syllabus structures which contain broad topics and no detailed content (Weston and Stradling, 1993). If the detail in the National Curriculum is seen as negative then the over-prescriptive and complex specifications of GNVQ must be seen to be even further from the other European models in use. In comparison to other countries the English curriculum does not encourage the high levels of general education seen in other countries. England encourages students to take far more examinations which are based on individual subjects.

Whilst England has opted for a unitised/modular, outcomes based approach to post-compulsory qualifications our European neighbours continue to experiment with modular courses and different forms of assessment. Other countries are increasingly likely to specify the delivery and methods of learning to be employed as opposed to the outcomes. Our European neighbours show a general trend towards decreasing the number of industry specific programmes and outcomes based qualifications, whilst increasing the availability of generic education and training (Weston and Stradling, 1993). This is in sharp contrast to the introduction of GNVQs. As the European Community develops it is predicted that there will be an increasing need to understand the education and training systems in Europe. This coupled with a predicted increase in the mobility of labour and rising economic competition will place further demands on the quality of our education and training provision (Crombie White et al, 1995; Weston and Stradling 1993; Finegold, 1992).

Appendix Two

2.1 Comparison of GNVQs, TVEI and NVQs

Comparison of GNVQs and TVEI

TVEI	GNVQ
Not a course of study	Not a course of study in the accepted sense
Included technical, vocational and core skills	Includes vocational and key skills
No single national picture at any point	Very difficult to establish a national picture in the initial stages of development
New courses with a more practical and vocational emphasis	New courses with a more vocational emphasis and practical opportunities
Links between subject matter and current work practice	Links between subject matter and current work practice
Promotes equal opportunities and access at a variety of levels	Promotes equal opportunities and access at a variety of levels which have an equivalence with other qualifications
Local collaboration required/encouraged between institutions and industry	Local collaboration encouraged with industry and higher education
Entitlement curriculum at post-16	An alternative route at post-16
Developing new teaching styles and assessment techniques	Further development of student-centred-teaching, learning and assessment methods

Comparison of GNVQs and NVQs

Aspect	GNVQs	NVQs
Focus	Broad vocational areas, Knowledge, skills and principles Knowing	Occupationally specific and job focused Skills and some underpinning knowledge Doing
Structure	Broad vocational areas Modular with units: Mandatory (vocational and key skills); Optional (vocational); Additional (vocational and key skills)	Occupational and functional Modular with units: Mandatory and optional vocational only
Design	Statements of achievement and evidence Written by awarding bodies	Statements of competence Industry standards for occupational competence written by Lead bodies in conjunction with awarding bodies
Assessment	Broad based evidence of attainment Assignments and externally set and marked unit tests. 100 per cent plus	Evidence of performance in relation to specific job and tasks. Work products Some simulation used (variable) No external tests 100 per cent but none external
World of work	Work related with work experience encouraged No requirement for work experience or work based assessment	Work based assessment required
Levels of achievement	Pass or graded Merit or Distinction	Pass only
Duration	Theoretically no fixed length but in practice most are delivered in one or two years depending on the level	Theoretically no fixed length but funded programmes determine length which varies from 8 weeks to 1 year
Target market and access	Post-16 students in full-time education Open access	Employees (full or part-time); unemployed; those on government funded training programmes Open access
Progression	As a route to employment or further or higher education or training	As a route to employment or further or higher education or training

2.2 Comparison of level three qualifications

Summary of level three characteristics in the Qualifications Framework

Characteristic	A Level	Advanced level GNVQ	NVQ level 3
Students/candidates	Mostly full-time students, post-16	Mostly full-time students, post-16	Trainees, employees
Entry requirements	Generally accepted that students need 5 GCSEs grades A - C	Recommended 4/5 GCSEs grades A - C	Some may request previous occupational experience or academic qualifications at a particular level
Authority that sets and oversees standards	Exam boards and awarding bodies School Curriculum and Assessment Authority (SCAA)	Awarding bodies NCVQ	Awarding bodies and Lead bodies NCVQ
Structure of standards	Syllabus	Specifications	Specifications
Course and assessment environment	School, FE or Sixth Form College	School, FE or Sixth Form College	Training provider, FE College, Work place
Skills and knowledge required	Subject specific	Broad vocational Key skills	Occupationally specific skills and knowledge
Assessment	External exam covering part of the syllabus. Course work restricted to a project, the value of this is also restricted	External examination of 75 per cent of the syllabus and continuous assessment for 100 per cent using a portfolio	Assessed in the workplace or simulated environment, continuous assessment for 100 per cent
Value/equivalence	2 A levels (1 AS level)	1 Advanced GNVQ (15 units latterly 12 units) (3 units)	1 Level 3 NVQ in any occupational area
Progression	Work, further education, higher education	Work, further education, higher education	Work, further education, higher education

2.3 The phased introduction of GNVQs

Year of introduction	1992 - 93	1993 - 94	1994 - 95	1995 - 96
Vocational Area	First phase	Second phase	Third phase	Fourth phase
Art and Design	Advanced Intermediate	Foundation		
Business	Advanced Intermediate	Foundation		
Health and Social Care	Advanced Intermediate	Foundation		
Leisure and Tourism	Advanced Intermediate	Foundation		
Manufacturing	Advanced Intermediate	Foundation		
Construction and the Built Environment		Advanced Intermediate	Foundation	
Hospitality and Catering		Advanced Intermediate	Foundation	
Science		Advanced Intermediate	Foundation	
Engineering			Advanced Intermediate Foundation	
Information Technology			Advanced Intermediate Foundation	
Management Studies *			Advanced only	
Media Communication and Production *			Advanced Intermediate	Foundation
Retail and Distributive Services *			Advanced Intermediate	Foundation
Land and Environment				Advanced Intermediate
Performing Arts and Entertainment				Advanced Intermediate

* Two year pilot

(NCVQ, 1993a and b; NCVQ, 1996)

2.4 Organisations involved in the development and monitoring of GNVQS

Department for Education (DFE)

Employment Department (ED) (both merged to create the DfEE)

National Council for Vocational Qualifications (NCVQ, later to become the Qualifications and Curriculum Council, QCA)

The Further Education Funding Council (FEFC)

The Further Education Funding Unit (FEU, later the Further Education Development Agency, FEDA)

Her Majesty's Inspectorate (HMI)

Office for Standards in Education (Ofsted)

Awarding Bodies (ABs)

The National Curriculum Council (NCC)

Schools Examination and Assessment Council (SEAC)

Standing Conference on University Entrance (SCUE)

Training and Enterprise Councils (TECs)

The relationship between the Employment Department and NCVQ can broadly be explained as a partnership (ED, 1993).

ED _____ NCVQ (oversee vocational education and training)

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Training, education & enterprise directorate

I

Quality assurance division

The National Council for Vocational Qualifications was the validating body for these qualifications and wanted them to succeed in meeting their aims and objectives. The awarding bodies had to ensure that GNVQs were developed as, reportedly, a number of their existing qualifications would be replaced by GNVQs. The Training and Development Lead Body set the standards for assessment, and

internal and external verification of vocational qualifications. FEU were to provide support and development for GNVQs but initially did not have the money for this function as this was partly the remit of NCVQ. Rather than develop a relationship with support agencies, NCVQ appeared to be working totally independently of these organisations. The role of the awarding bodies was to develop optional and additional units, provide recording documents, units tests and a system of quality assurance. They were to support centres and their staff, promote GNVQs to parents, employers and higher education.

Appendix Three

3.1 Preliminary research - Centre profiles

Centre	Vocational experience	GNVQ experience	Entry requirements	Length of induction	Content
1	CPVE, BTEC, City & Guilds, RSA. Various courses (including health & safety & hygiene), Project Trident	None	None - GNVQ is selected within the option choices	1 week Summer	Information & taster sessions. Introduced to course structure, language and requirements
2	BTEC, DVE, City & Guilds Foundation, DVE, RSA Typing, CPVE (9 years)	1993/94 College franchisee	Foundation = open access/not capable of Intermediate Intermediate = open access, generally Ds, Es and odd F and some Cs @ GCSE Advanced = 3 GCSEs @ A-C at the lowest, most have 4/5	8 days	Based around project/assignment in tourist receiving area (irrespective of vocational programme). Based on Application of number. Individual action plans included
3	CPVE, BTEC, DVE, ASDAN	1993/94 College franchisee	Intermediate = open access Advanced = 4 GCSEs, Intermediate GNVQ with merit - will admit those with lower GCSEs and pass GNVQ	2 weeks Summer 1 week September	Taster of course structure & requirements. Action planning (use RoA for action planning), AP, industry trip used for assignment
4	CPVE, BTEC various	None	Open access policy for all post-16 courses	2 weeks Summer (Post-16 residential) 2 weeks September	Introductory assignment using course structure & requirements
5	CPVE (13 years)	1 year	Foundation = not capable of Int Intermediate = GCSEs @ D/E number not specified Advanced = 5 GCSEs @ A-C, Intermediate GNVQ at Merit or Distinction	2 weeks September	Integrated for local project. Course booklet gives structure & requirements, action planning. Look at industry and qualification pathways
6	CPVE, Post-16 Certificate of Education - but very vague about actual experience	1 year	Initial interview, otherwise open access	3 weeks September	All students 'Planning an Event'. Course booklet giving structure & requirements
7	None as an institution. Individual staff have experience of BTEC Foundation and City & Guilds Number Power	2 years	Intermediate = open access + interview Advanced = open access (but prefer some GCSEs) + interviews	1 week	General Sixth Form and course selection. Leisure & Tourism look at some of the course requirements

Centre	Vocational experience	GNVQ experience	Entry requirements	Length of induction	Content
8	None - were part of local TVEI consortium but never delivered	1 year	Intermediate = open access but in reality look for candidates with Ds and Es with 1/2 GCSEs @ A-C	2 weeks	Based on mini project including key skills, jargon and structure
9	NVQ administration L1,2 and 3, BTEC 14-16 project, First in Caring and Science, National Diploma in Business and Finance, RSA keyboarding	2 years	Intermediate = GCSEs @ D/E + interview (number not specified) Advanced = GCSEs @ A-C + interview (number not specified)	2 days	General Sixth Form - not allowed to run separate GNVQ induction
10	CPVE, BTEC First in Business and Finance, City & Guilds Foundation and 365	1993/94 College franchisee - 1 year on own	Intermediate = open access Advanced = good GCSEs (wouldn't say what this meant) or Intermediate GNVQ	None	Informal information to year 12. September brief additional input
11	CPVE, RSA, City & Guilds Foundation, DVE	2 years	Intermediate = open access but prefer 4 GCSEs @ D/E	4 weeks September	Information given in Summer term. September an assignment based on a unit. Presentation & peer assessment for key skill communication (goes in portfolio)
12	RSA typing and business courses - generally limited experience	1 year	Intermediate = open access	8 days	Assignment based on key skills. Produce leaflets explaining GNVQ for year below. Introduce language, structure, grading skills
13	CPVE, DVE, BTEC National Diploma in Business and Finance	1993/94 in partnership with Sixth form	Intermediate = open access Advanced = some GCSEs @ A-C (number not specified) or Intermediate GNVQ	July information to year 11 Actual induction time not specified	No specifics given
14	RSA (IT), BTEC National Diploma Business and Finance, NVQ Administration L2, CPVE, City & Guilds Practical Skills, DVE	1992/93 College franchisee 1993/94 own centre status	Intermediate = open access Advanced = 5 GCSEs @ A-C but will accept lower	1 week Summer 1 week September	General information given. September general assignment for all Intermediate students, grading criteria and key skills included. Used as a benchmark for Intermediate level
15	CPVE, Clait, RSA Office procedures, NVQ Administration L2 and 3	2 years	Intermediate = GCSEs @ D/E number not specified Advanced = 4/5 GCSEs @ A-C Intermediate GNVQ @ Merit	Health & Social Care 1 week Business and Leisure & Tourism no induction	Health & Social Care use one unit for learning the structure and requirements of GNVQ. Industry visits and research included

Centre	Vocational experience	GNVQ experience	Entry requirements	Length of induction	Content
16	CPVE, BTEC National Business and Finance, City & Guilds Numeracy, Cookery Certificate, 365s, NVQs	2 years	Intermediate = open access and interview Advanced = 4 GCSEs @ A-C, including Maths and English and interview	Health & Social Care 1 week Other programmes none	College APL system used. Work on study skills and use of resources. Over-runs into tutor time
17	BTEC National Health Studies, Social Care, Nursery Nursing, Caring, RSA Practical Skills, DVE, NVQ Administration and Accounting, Child Care	1993/94	Foundation = none Intermediate = none Advanced = 3 plus GCSEs @ A-C They conduct their own diagnostic assessment and allocate levels	None specified for GNVQ but general induction lasts 2 days	Combined project for all vocational areas and levels
18	CPVE, TVEI, NVQs, Adult Certificate in Continuing Ed.	1992 onwards (pilot centre)	Intermediate = open access Advanced = 4 GCSEs @ A-C but will accept lower	1 - 2 weeks in the Summer	No details given

3.2 Preliminary research - Training provider profiles

Additional notes from interviews and background information.

Training provider one

A private training provider with approximately seven years experience of delivering vocational training. Their courses have included customized training for individual firms and national qualifications in office skills, computing, accounting and child care. This training provider did not have any GNVQ provision but was very experienced in the deliver and assessment of NVQs and other vocational training programmes. These were a mixture of in-house and work-based programmes. The range of programmes had been developed over a number of years and reflected the local needs of industry, TECs and other funding sources. Client groups for this training provider were

- school leavers, youth training
- women returners to work
- adult unemployed
- full and part-time employed
- career change/retraining.

This provider catered for a mixture of age groups and client needs that were reflected in the list above. However, they did deal with more female clients in each category except for specific contracts with employers who had mainly male employees, for example the Forces. Programmes were advertised in the media and recruitment was also through contracts with private organizations. For the latter, the provider had a profile of potential candidates matched to programmes. All clients were interviewed and underwent diagnostic assessment as part of their induction. This provider used the same induction structure for all of their programmes and client groups. The differences were seen in the importance or ‘weighting’ for different aspects of the induction as programme and funding

requirements changed. This provider considered that the time they had spent on developing induction had been a good investment. They also considered their basic framework to be flexible enough to be used on all their programmes as the purpose and objectives of induction were common to all programmes and included

- allocation to an appropriate course
- allocation to an appropriate level
- planning additional support needed to complete the programme
- planning the completion of the course with the candidate (writing personal action plans).

This provider was very specific regarding the purpose of induction, the outcomes and how these were measured. There were high

- retention rates
- completion rates within the scheduled time
- overall rates of completion
- levels of achievement in those completing.

Individual trainers were expected to employ what were seen as good practice in methods of delivery and assessment. Ideas and materials were shared between trainers as this was seen to be in the best interests of all. There was a central resource and record base for all the programmes offered at the centre. Clients had the opportunity to fast-track or to extend the programme length. This was initially calculated according to the outcome of diagnostic assessment and was then reviewed as clients progressed through their programme. However, clients were recruited realistically when programme length was restricted by contract funding periods and conditions. In other words, if a funding period was 20 weeks with a potential 2 week extension, the provider would not recruit clients whose diagnostic tests showed that their minimum programme length (including additional available support) would exceed 22 weeks. The level of the programme was also calculated to reflect the

diagnostic assessment and, if work based assessment was a requirement, the current job role of the client. Clients had actions plans for learning and assessment. These were regularly reviewed and updated. The provider managed a number of output funded programmes and was considered to be a high caliber provider receiving regular TEC contracts.

Training provider two

A private training provider with one year experience in the provision of vocational programmes.

Previous experience of training provision was gained when working for other people in education and training. This provider considered delivering GNVQ and other training courses but chose not to do so as they had found no market for these in their specialist vocational area. They had opted for NVQ provision only, specializing in one vocational area at two levels as this was where they saw their target market. This vocational area was undergoing an increase in training provision that was required by the development of the industry. Client groups for this training provider were

- school leavers, youth training
- full and part-time employed.

This provider catered for a mixture of age groups but the client needs were invariably to gain a qualification in order to make progress in their chosen career. As a new provider they were looking to expand their market once they had established their courses. Programmes were advertised in the media. The selection procedure was by interview. There was no formal structure to the interview and sometimes this was conducted solely by telephone. The client would then attend the training centre in order to commence their training. There was no diagnostic assessment and clients selected the NVQ level. The trainers did have some input on moving clients to lower or higher levels as necessary, although this was seen as contentious.

This provider depended on individual staff to deliver induction and had no set ideas or opinions on its purpose, usefulness or the content. In fact it would be fair to say that they did not acknowledge the need or purpose of induction and there was no formal time allowance for this in the training period. This provider was far less experienced than the first. Some groups participated in an induction, others did not. Inductions that did take place were very short (one or two hours) and relatively informal. The induction content and style appeared to be dependent on the knowledge and experience of tutors and their ability to persuade the provider that they were doing something constructive in this time. When starting the programmes the provider had not considered that induction may be important. Individual trainers provided material for programmes and there had been little consolidation of ideas and methods. The programme length was specified by the provider. This centre had a reasonable staying on rate. As this was a new provider there were no outcomes to date. The provider appeared to be in a state of rapid growth and implementation that could be likened to that experienced by new GNVQ centres. They were experiencing a steep learning curve.

Training provider three

A private training provider with ten years experience in delivering vocational qualifications that were nationally recognized. They provided training for one specialist vocational area and had introduced NVQs at level two and level three when these had become available in their specialist area. The provider had been offering NVQs for two years, running these alongside their other more established qualifications. This had involved some mapping of course content and assessment regimes. A small number of staff were looking at the possibility of linking appropriate GNVQ units with NVQ units and also the possibility of incorporating core/key skills. Diagnostic assessment had been introduced in order to establish

- the appropriate level for each candidate
- the level of support each candidate would require
- whether the candidate was in a position to undertake NVQ assessment

- whether the current job role matched the level to which the potential candidate aspired
- potential accreditation of prior learning
- funding needs.

This centre were not just looking at the academic achievement of the potential candidates. Although GNVQ units were being considered the general feeling was that it was unrealistic to integrate these into any underpinning knowledge programme. Staff gave several reasons for this

- a second, separate centre approval would be required with another awarding body or a franchise agreement or partnership with another, approved centre
- the candidates would have to bear the additional cost of unit certification and the provision of assessment and input
- unit certification is not understood by employers therefore it has no currency in the job market
- few candidates were capable of managing the increased workload as a result of producing the additional evidence that this would require.

Additional input would be required as there was no exact match between the evidence requirements of the NVQ and the GNVQ units. Therefore there would always be additional work in order to complete one or the other type of unit. The general opinion was that students were working at their optimum level in terms of the level of understanding required for their main qualification and the pace of work. A number of the candidates were already undertaking other qualifications that were being mapped against the NVQ standards. For example the providers nationally accredited certificates and diplomas.

However, it had been agreed that, as the centre progressed and candidates with evidence of underpinning knowledge from GNVQ came forward, this should be considered for APL purposes and matched against NVQ requirements. It was anticipated that this would not happen for two - three

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years. However, this could be very useful for the provision of evidence of underpinning knowledge and understanding.

Induction was a relatively new concept at this centre. A general induction had only just be introduced for students attending the centre for other courses. This was in response to funding and inspection requirements. The NVQ department had recently introduced a staff induction. The student induction was phased. This was partly to spread costs for both the centre and the candidates. Induction commenced when the potential candidates made their initial contact. There was a brief, structured discussion with the potential candidate. The next step was for them to attend an open meeting. These were advertised to the public and to anyone inquiring about NVQs. All potential candidates had to attend the meeting. The meeting explained what NVQs were, how they worked, what assessment was and how it occurred. They were told how they could register at the centre, what this involved and why. The candidates were then free to take their interest further if they wanted to, otherwise they need not register. If they wanted to register at the centre they had to wait one week and then send an initial fee for an induction and registration pack with a form that was distributed at the open meeting.

The centre had no option but to charge for the induction as a number of candidates would not pursue an NVQ beyond this stage and therefore initial costs could not be recouped on the assessment fees charged later. It was also felt that it was fairer to charge each candidate for exactly what they had in terms of support and input from the centre. The induction and registration pack contained a number of items including

- a booklet explaining
 - what NVQs were (confirming the information given at the open meeting)
 - the registration and assessment processes
 - APL
 - equal opportunities
 - appeals procedures

- two diagnostic assessment exercises (one for completion by the candidate and one for completion by their line manager/employer)
- an application form
- a note of how to proceed and when they should book an interview.

The centre found that introducing this phasing actually reduced the number of candidates that ‘dropped out’ after the interview. This reduction was something in the region of 75 per cent.

Candidates were advised roughly how long it would take to complete the forms and that they should be realistic about their time scales. Because there were rolling admissions for NVQ candidates this did not affect the time taken by the candidate to complete. However, this might be affected if the candidate was being funded by someone else. The interview was the next stage of induction. If the evidence the candidate produced was of an acceptable standard it could be put into their portfolio (the diagnostic exercises were based on two selected elements). This was found to be a useful tool for introducing the portfolio and organizing evidence. The candidates were shown round the centre and given information about access to open learning materials, short courses and workshops. Each candidate was assessed for strengths and weaknesses and advised in which aspects of the NVQ they needed to improve their knowledge. This allowed each candidate to select courses and workshops as required. They were also advised of other appropriate courses run by local organizations.

3.3 Analysis of the questionnaire in relation to the Quality Framework

1 Management and quality assurance

1.1 Organizational structures and staff roles

1.1.1 GNVQ Co-ordinator (p 6)

Responsibility for overall GNVQ management and quality assurance is located at senior level and ensures institutional support and effective co-ordination.

Guidance

There should be a named senior member of staff who acts as overall GNVQ co-ordinator.

The co-ordinator should play an active role in managing courses and in leading their development.

Question number	Summary of question
1.1	Please identify your status in the GNVQ structure
1.2	Please identify your status in the centre management structure

1.1.2 Quality functions and staff roles (p6)

Staff roles and responsibilities for GNVQs are clearly defined so as to provide for the following quality functions.

- **Planning and development**

Staff and curriculum development needed for current or new course staff

- **Implementation and monitoring**

Day to day course management, monitoring and action on quality issues

- **Assuring standards**

Assessor and internal verifier roles, and co-ordination of their activities

- **Quality review**

Planning, co-ordinating and supporting course review and evaluation, producing and monitoring quality development plans.

Guidance

The four quality functions specified under this quality indicator are relevant to all GNVQ courses in all centres. How they are distributed and related will depend on the centres' organisational structures. For example, one person may manage all four functions at institutional and/or GNVQ course level. There may be separate responsibilities and staffing for each quality function, i.e. staff development, course management, internal verification, course review and quality assurance, at institutional and course level. The course leader or co-ordinator may also act as internal verifier, but with separate responsibilities for course quality review and/or staff development.

Question number	Summary of question
1.1	Please identify your status in the GNVQ structure
1.2	Please identify your status in the centre management structure

1.1.5 Consortia and other collaborative arrangements (p8)

Where a GNVQ is delivered through formal collaboration with other institutions, there are clearly defined responsibilities and provision for overall co-ordination, quality functions outlined in 1.1.2, allocation of teacher, tutor, assessor and internal verifier responsibilities, regular meetings between the staff from the institutions involved, timely access to awarding body information, guidance and external verification.

Guidance

Awarding bodies have specific requirements in relation to centres franchising GNVQs in other institutions, GNVQs delivered by consortia, and other collaborative arrangements. Such arrangements call for special attention to the quality functions outlined in quality indicator 1.1.2, who is responsible for them and how they are implemented. This applies particularly to internal verification, course quality review, and course quality development plans.

Question number	Summary of question
1.7	What is your centre's previous experience of GNVQ ?

1.3 External links

1.3.1 Co-ordinating external links (p9)

Links with local community, employment and other organisations are developed and managed to support GNVQ delivery. These links may take the form of teacher placements and other means to increase staff vocational expertise, provision of source material, help in assignment design, professional and practitioner inputs, student visits, work experience and other support for student learning activities.

Guidance

External links, particularly with local organisations and the community, are a vital resource for GNVQ courses. They need to be promoted and co-ordinated at institutional level to ensure that GNVQ staff are aware of the full range of resources available to help them in their work, and have ready access to information on these. Such resources are used effectively to enhance course delivery, student learning and progression opportunities, and to provide support for GNVQ staff and teams. Contacts with external organisations are managed to maximise positive relationships and ensure employers are not overwhelmed with requests - this may involve making contact through a local TEC or EBP¹.

Question number	Summary of question
2.6.16	How highly do trips and visits feature in the induction ?
2.7.16	How easy/difficult is it to include trips and visits in the induction ?
3.3	Do local industry requirements influence optionals offered ?
3.3	Does staff specialism/expertise influence optionals offered ?
3.4.4	How highly do visits to/from FE.HE by students feature in the course ?
3.4.7	How highly do visits to industry by students feature in the course ?
3.4.11	How highly do industry information packs feature in the course ?
3.4.13	How highly do visiting speakers feature in the course ?
3.4.14	How highly does real world research feature in the course ?
3.4.15	How highly do links with other GNVQ centres feature in the course ?
3.4.33	How highly does work experience feature in the course ?

¹ Further examples of these links are given on page 9 of the Quality Framework (NVVQ et al, 1995).

1.3.2 Progression opportunities (p10)

Links with higher education institutions, other GNVQ centres in the locality, industry and other appropriate bodies are developed to explore and clarify progression routes and opportunities for students.

Guidance

External contacts to develop opportunities include using the UCAS 'GATE' database GNVQs and higher education, agreeing and entering compacts with HE institutions on acceptance of GNVQ students to specific degree and other courses and, where appropriate, on what optional units, additional units or other studies may be needed, contacts and agreements between schools and FE colleges to establish and develop progression routes to and from GNVQs, and between GNVQ levels, as appropriate. Direct contact with individual companies, employers and industry organisations to promote GNVQs and identify job opportunities for GNVQ students - this may lead to employer sponsored GNVQ courses or joint delivery of GNVQs. Exploring with employers and industry organisations possible progression routes from GNVQs to appropriate NVQs and/or the value of including relevant NVQ units in students GNVQ courses.

Question number	Summary of question
1.13	What other course combinations are offered with GNVQ ?
3.3	Do local industry requirements influence optionals offered ?
3.3	Do FE requirements influence optionals offered ?
3.3	Do HE requirements influence optionals offered ?
3.3	Do compact agreements influence optionals offered ?
3.4.4	How highly do visits to/from FE.HE by students feature in the course ?
4.1.1	How highly does advice on using the portfolio after the course feature in the closing phase of the course ?
4.1.3	How highly does use of local authority careers advisors feature in the closing phase of the course ?
4.1.4	How highly does groups careers advice feature in the closing phase of the course ?
4.1.6	How highly does selecting another course feature in the closing phase of the course ?
4.1.8	How highly does individual careers advice feature in the closing phase of the course ?
4.1.10	How highly does completing FE applications feature in the closing phase of the course ?
4.1.11	How highly do visits to/from local industry/FE/HE feature in the closing phase of the course ?
4.1.12	How highly does completing HE applications feature in the closing phase of the course ?
4.1.13	How highly does completing employment applications feature in the closing phase of the course ?

1.4 Assuring standards

1.4.1 Centre responsibility for internal verification (p10)

Responsibilities are defined to ensure that internal verification is carried out effectively for each GNVQ course, and that internal verifiers have the expertise, time and support needed for this.

Guidance

Those doing internal verifier work have the status, expertise, authority and institutional support they need for their role.

Question number	Summary of question
1.1	Please identify your status in the GNVQ structure
1.2	Please identify your status in the centre management structure

Question number	Summary of question
1.13	What other course combinations are offered with GNVQ ?
3.3	Do local industry requirements influence optionals offered ?
3.3	Do FE requirements influence optionals offered ?
3.3	Do HE requirements influence optionals offered ?
3.3	Do compact agreements influence optionals offered ?
3.4.4	How highly do visits to/from FE.HE by students feature in the course ?
4.1.1	How highly does advice on using the portfolio after the course feature in the closing phase of the course ?
4.1.3	How highly does use of local authority careers advisors feature in the closing phase of the course ?
4.1.4	How highly does groups careers advice feature in the closing phase of the course ?
4.1.6	How highly does selecting another course feature in the closing phase of the course ?
4.1.8	How highly does individual careers advice feature in the closing phase of the course ?
4.1.10	How highly does completing FE applications feature in the closing phase of the course ?
4.1.11	How highly do visits to/from local industry/FE/HE feature in the closing phase of the course ?
4.1.12	How highly does completing HE applications feature in the closing phase of the course ?
4.1.13	How highly does completing employment applications feature in the closing phase of the course ?

1.4 Assuring standards

1.4.1 Centre responsibility for internal verification (p10)

Responsibilities are defined to ensure that internal verification is carried out effectively for each GNVQ course, and that internal verifiers have the expertise, time and support needed for this.

Guidance

Those doing internal verifier work have the status, expertise, authority and institutional support they need for their role.

Question number	Summary of question
1.1	Please identify your status in the GNVQ structure
1.2	Please identify your status in the centre management structure

1.4.3 Arrangements for unit tests (p11)

Appropriate and secure arrangements for unit tests are made, and opportunities for students to take tests for each unit on more than one occasion are provided, where needed.

Guidance

There should be systems to ensure that examinations officers - or others responsible for the security of test papers and for making arrangements for students to sit them - respond to GNVQ students' needs. This will involve close liaison with course leaders and, where necessary, consultation with awarding bodies on, for example the number of times tests will be made available for each unit, and how these will be staged in each year for each course, how to ensure that tests for each unit can be taken on more than one occasion by each student who needs this, any specific arrangements for individual students as regards timing, or special requirements to meet particular needs and to implement equal opportunities.

Question number	Summary of question
3.4.29	How highly do unit tests resit opportunities feature in the course ?

2 Course policy

2.1 Target groups, access and selection

2.1.1 GNVQs and target groups (p15)

Students have access to appropriate courses and courses are designed to meet students' needs and assure successful achievement. Potential students are guided and allocated to courses best suited to their individual needs, interests and aspirations. Target groups for each GNVQ offered are clearly identified and reviewed annually in the light of student achievement and destinations in relation to aspirations and initial qualifications, available progression routes into education and / or employment, planned improvements in course quality, implementation of equal opportunities policy, responsiveness to community needs.

Guidance

Decisions to introduce GNVQs will depend on institutional staffing, resources and policies in relation to student numbers. At the same time they should reflect specific needs and interests of potential students. They should also take into account employment opportunities in the area, and available progression routes. In some areas a local GNVQ provision has been developed through collaboration and agreement between schools and colleges. This may provide a full range of GNVQ courses and opportunities without unnecessary duplication, specific GNVQ courses offered by those most able to offer them, taking into account resources and expertise, geographical location and student preference, arrangements for progression routes both between the schools and colleges involved and through compacts with HE, open access to information and guidance, which includes referring students to appropriate courses at other institutions.

Question number	Summary of question
1.10	Are the entry requirements for GNVQs at the three different levels the same across all of the vocational areas ?
1.11	What are the entry requirements for the levels of GNVQ courses offered at the centre ?
1.12	Complete this table if there are different entry requirements according to the vocational area
1.18	Why did the centre introduce GNVQs ?
2.6.4	How highly does introduction to all of the courses available feature in the induction ?
2.6.8	How highly does the initial interview feature in the induction ?
2.6.9	How highly does selection of vocational area feature in the induction ?
2.6.11	How highly does selection of optional units feature in the induction ?
2.6.17	How highly does advice and guidance on GNVQ programmes and routes feature in the induction ?
2.6.24	How highly does selection of vocational level feature in the induction ?
2.7.4	How easy/difficult is it to achieve introduction to all of the courses available feature in the induction ?
2.7.8	How easy/difficult is it to achieve initial interviews in the induction ?
2.7.9	How easy/difficult is it to achieve selection of vocational area in the induction ?
2.7.11	How easy/difficult is it to achieve selection of optional units in the induction ?
2.7.17	How easy/difficult is it to achieve advice and guidance on GNVQ programmes and routes in the induction ?
2.7.24	How easy/difficult is it to achieve selection of vocational level in the induction ?
3.3	Does candidate choice influence optionals offered ?
3.3	Do local industry requirements influence optionals offered ?
3.3	Do FE requirements influence optionals offered ?
3.3	Do HE requirements influence optionals offered ?
3.3	Do compact agreements influence optionals offered ?
3.3	Does staff experience/specialism influence optionals offered ?
3.3	Does anything else influence optionals offered ?
3.4.15	How highly do links with other GNVQ centres feature in the course ?
4.1.10	How highly does completing FE applications feature in the closing phase of the course ?
4.1.11	How highly do visits to/from local industry/FE/HE feature in the closing phase of the course ?
4.1.12	How highly does completing HE applications feature in the closing phase of the course ?
4.1.13	How highly does completing employment applications feature in the closing phase of the course ?

2.1.2 GNVQs and target groups (p15)

Potential students have access to impartial counseling, advice and guidance that enables them to identify the course most suited to their needs and ability, wherever this may be offered and takes account of the need to promote equal opportunities.

Guidance

See notes under 2.1.1.

Question number	Summary of question
1.18	Why did the centre introduce GNVQs ?
2.6.3	How highly does course selection feature in the induction ?
2.6.4	How highly does introduction to all of the courses available feature in the induction ?
2.6.8	How highly does the initial interview feature in the induction ?
2.6.9	How highly does selection of vocational area feature in the induction ?
2.6.10	How highly does selection of additional courses available feature in the induction ?
2.6.11	How highly does selection of optional units feature in the induction ?
2.6.14	How highly does initial advice feature in the induction ?
2.6.17	How highly does advice and guidance on GNVQ programmes and routes feature in the induction ?
2.6.24	How highly does selection of vocational level feature in the induction ?
2.7.3	How easy/difficult is it to achieve course selection in the induction ?
2.7.4	How easy/difficult is it to achieve introduction to all of the courses available in the induction ?
2.7.8	How easy/difficult is it to achieve initial interview in the induction ?
2.7.9	How easy/difficult is it to achieve selection of vocational area in the induction ?
2.7.10	How easy/difficult is it to achieve selection of additional courses in the induction ?
2.7.11	How easy/difficult is it to achieve selection of optional units feature in the induction ?
2.7.14	How easy/difficult is it to achieve initial advice in the induction ?
2.7.17	How easy/difficult is it to achieve advice and guidance on GNVQ programmes and routes in the induction ?
2.7.24	How easy/difficult is it to achieve selection of vocational level in the induction ?

2.1.3 Student entry and selection (p16)

Decisions on selection and allocation to vocational area and level take into account as wide as possible a range of evidence, including, prior achievement, student’s interests and motivation, relevant diagnostic assessment, reports from teachers and employers, the amount of individual support students will receive on a course, the likelihood that the student will achieve success in the course.

Guidance

Entry criteria for GNVQs should be geared primarily to the likelihood of success on the particular course. Criteria may vary between centres depending on time and resources given to the course, and staff expertise in providing support for particular kinds of student need - some centres may achieve success with students whom other centres would not consider it appropriate to accept. There is a particular danger as regards Intermediate GNVQs - some centres may be tempted to accept, onto a

one year course, students whose previous achievement indicates that they have only a small chance of success. Such students may be suited to a Foundation course or to an Intermediate course spread over a longer period. Criteria and decisions on entry and selection should be realistic, and relate both to student needs and abilities, and to planned approaches and resources for course delivery. For example, criteria should neither be too open nor too restrictive, equivalence of qualifications should be recognised - neither under-qualified nor over-qualified students should be accepted simply to boost numbers, a range of evidence of achievement should be considered, students' potential, aspirations and progression interests should be fully considered.

Question number	Summary of question
1.11	What are the entry requirements for the levels of GNVQ courses offered at the centre ?
1.12	Complete this table if there are different entry requirements according to the vocational area
2.6.8	How highly does the initial interview feature in the induction ?
2.6.9	How highly does selection of vocational area feature in the induction ?
2.6.17	How highly does advice and guidance on GNVQ programmes and routes feature in the induction ?
2.6.21	How highly does accreditation of prior learning feature in the induction ?
2.6.22	How highly does diagnostic assessment feature in the induction ?
2.6.24	How highly does selection of vocational level feature in the induction ?
2.7.8	How easy/difficult is it to achieve initial interview in the induction ?
2.7.9	How easy/difficult is it to achieve selection of vocational area in the induction ?
2.7.17	How easy/difficult is it to achieve advice and guidance on GNVQ programmes and routes in the induction ?
2.7.21	How easy/difficult is it to achieve accreditation of prior learning in the induction ?
2.7.22	How easy/difficult is it to achieve diagnostic assessment in the induction ?
2.7.24	How easy/difficult is it to achieve selection of vocational level in the induction ?
3.4.31	How highly does learning tailored to individual needs feature in the course ?

2.1.4 Student entry and selection (p16)

Procedures are in place to facilitate transfer between courses within or outside the institution in response to a review of the students' needs.

Guidance

None specified.

Question number	Summary of question
2.6.3	How highly does course selection feature in the induction ?
2.6.9	How highly does selection of vocational area feature in the induction ?
2.6.11	How highly does selection of optional units feature in the induction ?
2.6.14	How highly does initial advice feature in the induction ?
2.6.17	How highly does advice and guidance on GNVQ programmes and routes feature in the induction ?
2.6.24	How highly does selection of vocational level feature in the induction ?
2.7.3	How easy/difficult is it to achieve course selection in the induction ?
2.7.9	How easy/difficult is it to achieve selection of vocational area in the induction ?
2.7.11	How easy/difficult is it to achieve selection of optional units in the induction ?
2.7.14	How easy/difficult is it to achieve initial advice in the induction ?
2.7.17	How easy/difficult is it to achieve advice and guidance on GNVQ programmes and routes in the induction ?
2.7.24	How easy/difficult is it to achieve selection of vocational level in the induction ?
3.4.15	How highly do links with other GNVQ centres feature in the course ?
3.4.21	How highly do student movements between levels feature in the course ?
3.4.27	How highly do student movements between vocational areas feature in the course ?
3.4.28	How highly does advice and guidance on GNVQ feature in the course ?

2.2 Course structure and time allocation

2.2.1 Unit sequence, course length, core skills, optional units (p16)

Overall content and design of the GNVQ course are clearly defined for each student including vocational and core skills units, optional units available, course structure and unit sequence, opportunities to take unit tests, course length and opportunities to extend or shorten the learning period.

Guidance - unit sequence

How vocational units are sequenced may have implications for the nature and scale of learning and assessment activities, and for opportunities to take unit tests - in particular the ‘bunching’ of tests towards the end of the course. The primary choice is between separate delivery of each unit, and an ‘integrated’ approach that employs learning and assessment activities across two or more units.

Where units are delivered separately, this may be sequential or in parallel. Similarly, integrated approaches may embrace all mandatory units and extend throughout the course, or may involve two or three units at a time. Common approaches include sequential blocks of two or three units, with each unit being delivered separately, sequential blocks, with each block integrating two or three units,

units delivered separately, but some activities providing assessment evidence towards elements in other units, a mixture of 'short-fat' and 'long-thin' units - i.e. units delivered in parallel, but some over a shorter period (e.g. one 'block'), and others over a longer period (e.g. two or three 'blocks'), integration of mandatory units with separate delivery of optional units, overall integrated approach, but unit completion 'staggered' through the year to avoid 'bunching' of unit tests.

Guidance - course length

GNVQs are normally delivered over one or two years. However, the GNVQ awards are not time based, and course length should be related to individual needs. Centres are now increasingly offering courses to individuals or groups over longer or shorter periods, for example Intermediate may be offered over four terms, either for a whole group, or for students who do not complete the GNVQ within a year, Advanced may be achieved by some students in a single year, Intermediate may be offered to appropriate students over two years (this may include achieving Foundation after two or three terms), appropriate students could be encouraged to complete their GNVQ 'earlier' than the rest of the group, and arrangements made to enable them to do so (e.g. Intermediate in two terms).

Guidance - core skills units

Core skills units should be delivered through the learning and assessment activities designed for vocational units. However, specialist inputs and individual learner support will also be needed, and policy decisions need to be taken on the core skills units and the levels which will be offered, for example how are personal and interpersonal skills developed and assessed throughout the course, and what provision is there for students to obtain credits for units in Working with others, and Improving own learning and performance, are problem solving skills developed and assessed, what arrangements are there for students to work towards higher levels of core skills units than those required for the GNVQ concerned, how are individual students core skills needs and targets identified, do students have the opportunity to take units in a foreign language ?

Guidance - optional units

While small centres may find it hard to offer a wide choice of optional units, every effort should be made to give students a degree of choice. Where numbers allow, groupings of optional and perhaps additional units should be developed which relate to different career or progression routes. Optional units offered should reflect students' needs as far as possible; small centres should in particular consider using appropriate specialists, for example, from industry or other centres, to meet needs and extend choice.

Question number	Summary of question
2.6.11	How highly does selection of optional units feature in the induction ?
2.7.11	How easy/difficult is it to achieve selection of optional units in the induction ?
3.1	Complete integration - completely separate delivery of vocational and core units
3.1	Unit delivery linked to test dates - delivery independent of test dates
3.1	Complete integration of delivery across mandatory units - completely separate delivery of mandatory units
3.1	Complete integration of delivery across mandatory and optional units - completely separate delivery of mandatory and optional units
3.1	Order of course delivery predetermined by school/college - order of course delivery determined by student
3.2	Staff initiate timing and writing of assignments - students initiate timing and writing of assignments
3.2	Assignments are integrated across vocational units - assignments are based on individual units/elements
3.2	Core skills are integrated in assignments - core skills are assessed in separate assignments
3.3	Does the centre timetable influence optionals offered ?
3.3	Does candidate choice influence optionals offered ?
3.3	Do local industry requirements influence optionals offered ?
3.3	Do FE requirements influence optionals offered ?
3.3	Do HE requirements influence optionals offered ?
3.3	Do compact agreements influence optionals offered ?
3.3	Does staff experience/specialism influence optionals offered ?
3.3	Does anything else influence optionals offered ?
3.4.10	How highly do pre-selected optional units feature in the course ?
3.4.20	How highly do negotiated optional units feature in the course ?
3.4.23	How highly do study skills feature in the course ?
3.4.26	How highly do additional units feature in the course ?
3.4.30	How highly does fast-track completion feature in the course ?
3.4.31	How highly does learning tailored to individual needs feature in the course ?
4.1.2	How highly do individual programmes for completion feature in the closing phase of the course ?
4.1.7	How highly does fast-track completion feature in the closing phase of the course ?

2.2.2 Teaching time allocated to GNVQs (p18)

Time allocated to the course is sufficient for students to achieve success in the GNVQ and is designed to meet the needs of individual students, ensure coherence in overall delivery of the GNVQ, provide regular periods of sustained student activity both within and outside the centre.

Guidance

Although some students can achieve a GNVQ in much less time, experience suggests that 15 - 20 hours per week timetabled teaching is typically the minimum that students need when taking courses over standard periods - a year at Intermediate level or two years at Advanced. Some GNVQ centres may achieve success with a lower contact base for certain courses, through carefully planned delivery and strong individual student support. However, decisions to offer such provision should be based on previous experience of successful courses. This guidance will be reviewed in the light of further experience. In the mean time, all centres and course teams should continually review this issue in the light of student achievement; and departures from the norm identified above should be clearly justified in terms of one or more of the following, courses offered over a longer time-scale, individual student ability and track record, quality approaches to course delivery and student support, and proven expertise of staff in working successfully with the type of students taking the course, the appropriateness of the overall package offered to individual students, where these include additional studies taken alongside the GNVQ.

Question number	Summary of question
1.11	What are the entry requirements for the levels of GNVQ courses offered at the centre ?
1.12	Complete this table if there are different entry requirements according to the vocational area
1.13	What other course combinations are offered with GNVQ ?
3.4.18	How highly does negotiating individual GNVQ programmes feature in the course ?
3.4.30	How highly does fast-track completion option feature in the course ?
3.4.31	How highly does learning tailored to individual needs feature in the course ?
3.4.37	How highly do negotiated assessment deadlines feature in the course ?
4.1.2	How highly do individual programmes for completion feature in the closing phase of the course ?
4.1.7	How highly does fast-track completion feature in the closing phase of the course ?

2.2.3 Student timetables and work schedules (p18)

Students' timetables and work schedules are planned and presented so that they make clear provision at group and/or individual level for time allocated to vocational units, any additional time for core skills, regular sessions for planning learning activities, review and feedback, any other tutorial support time, work experience and other activities with local organisations, supervised and unsupervised study time which is formally timetabled, homework or other work done in the student's own time.

Guidance

Students need to understand the structure of their timetable, know what is expected of them, and have the guidance and supervision they need to make the best use of their time. While it is important to schedule appropriate staff time and resources to meet students' different learning requirements, it is equally crucial to focus on the way that student time is scheduled and used, as indicated by the points under the quality indicator 2.2.3. The latter may be approached in a variety of ways; for example, some centres provide for planning and review activity, and for core skills and other tutorial support, within the time scheduled for vocational units, while others timetable such support separately.

Whatever the approach, regular time should be clearly allocated to these activities for each student. In this context, the following questions are relevant, is sufficient time allocated to delivery of vocational units, what specialist core skills support is available, and how is it used, how regularly does each student have an individual tutorial (e.g. for core skills, action planning and review, assessment feedback), and how long does it last, what time is allocated to work experience, industry visits and other contacts with outside organisations, what proportion of the student's time is spent on activities designed to produce evidence for assessment, how much student time is allocated to GNVQ classes, tutor contact, and formally supervised activity, how much time is the student expected to commit to GNVQ work outside classes and supervised activity, are there clearly expressed requirements or advice on this ?

Students need substantial time to study independently and to work on activities and assignments, both alone and in groups. Time given to this should be comparable to time spent in contact with staff, i.e. 15 hours per week or more. It should be made clear to students what is expected and required, and what time should be allocated to this, whether formally timetabled or not.

Question number	Summary of question
2.6.6	How highly does introduction to action planning feature in the induction ?
2.7.6	How easy/difficult is it to achieve introduction to action planning in the induction ?
3.4.2	How highly does action planning to complete assignments feature in the course ?
3.4.6	How highly does ongoing advice on GNVQ achievements feature in the course ?
3.4.7	How highly do visits to industry by students feature in the course ?
3.4.9	How highly does action planning to plan learning feature in the course ?
3.4.13	How highly do visiting speakers feature in the course ?
3.4.16	How highly does group assignment feedback feature in the course ?
3.4.18	How highly does negotiating individual GNVQ programmes feature in the course ?
3.4.22	How highly does specific learner support feature in the course ?
3.4.24	How highly does advising students of unit certificates feature in the course ?
3.4.28	How highly does advice and guidance on GNVQ feature in the course ?
3.4.31	How highly does learning tailored to individual needs feature in the course ?
3.4.33	How highly does work experience feature in the course ?
3.4.36	How highly does individual assignment feedback feature in the course ?

2.2.4 Additional studies (p19)

Any additional units or studies included in a student’s course are chosen and regularly reviewed with careful attention to the individual’s learning needs and career interests, time allocated to (or available for) the GNVQ course and the additional studies, whether the additional studies enhance or depress the individual’s learning and achievement for the GNVQ, whether the student is likely to complete both the additional studies and the GNVQ course in the time available.

Guidance

Experience has shown that much care should be taken when deciding whether students should take additional studies alongside their GNVQ and, if so, what these should be. This question needs to be addressed separately for each student. The answer will depend on the particular student’s abilities, interests, needs and previous achievement, whether additional studies enhance or depress GNVQ achievement - this may depend on the way they are delivered as well as their content, the GNVQ

vocational area - some lend themselves to additional studies more readily than others, relevant progression requirements for HE and / or employment, the likely effect on the student’s profile and progression opportunities².

Question number	Summary of question
1.13	What other course combinations are offered with GNVQ ?
3.4.26	How highly do additional units feature in the course ?

3 Resources

3.1 Staff resources

3.1.2 Familiarity with GNVQ requirements and specifications (p20)

All staff contributing to GNVQs are familiar with GNVQ structure and requirements, and with the details of unit specifications, including core skills units.

Guidance

It is essential that all staff involved in the GNVQ are fully briefed both on GNVQ structure and detailed requirements and on student-centred methods needed for GNVQs. This should include part-time staff and those whose contribution may be limited, e.g. to certain aspects of a particular unit, or to occasional specific inputs on IT. Those making a major contribution to vocational and/or core skills units should have a clear knowledge and understanding of the detailed requirements of all vocational and core skills units, including optional units and, where appropriate, additional units. Staff capability in core skills units and vocational units is of equal importance, and many staff need training in the core skills areas. Current good practice on this includes team review and discussion of each vocational unit specification to share understanding, clarify requirements and relationships, and maximise learning and assessment opportunities provided through each student activity or assignment, a review of the content of vocational units with core skills specialists to enhance the relevance of core skills support and increase core skills coverage in work on vocational units, all

² Further notes are included on the use of additional courses and GCSE resit opportunities. Examples of additional courses are given, see page 19 in the Quality Framework (NCVQ et al, 1995).

tutors working to achieve core skills units for themselves in areas where they are not experts, so that they can better understand students’ needs and support their core skills development.

Question number	Summary of question
1.8	What was the time difference between the decision to start GNVQ and when the first students were admitted ?
1.14	Please give the following information regarding how staff delivering were inducted into GNVQs
3.2	Core skills are integrated in assignments - core skills are assessed in separate assignments

3.1.3 Vocational expertise (p20)

The staff delivering each GNVQ course and unit, providing student support or otherwise contributing to the course have qualifications, experience and expertise that equip them effectively for this work.

Guidance

The staff team for each GNVQ must have the expertise needed to deliver each vocational (and core skills) unit effectively, and this should be continually reviewed, developed and updated as necessary. Some staff may need personal programmes for further study and training to enable them to operate competently in the vocational area. Small centres and those offering particular GNVQs for the first time may need to give special attention to this, and look to ways of enhancing the expertise needed for each unit. This may include, for example, teacher placements and work shadowing, support from staff at a neighbouring centre, talks and other direct contributions to the course by professionals in a relevant field, advice and materials from representatives of industry and other organizations.

Question number	Summary of question
3.3	Does staff experience/specialism influence optionals offered ?
3.4.11	How highly do industry information packs feature in the course ?
3.4.15	How highly do links with other GNVQ centres feature in the course ?

3.1.4 Assessor and internal verifier competences (p21)

All GNVQ assessors and internal verifiers are appropriately trained and qualified in the context of GNVQ assessment, including core skills and grading and receive further staff development as required.

Guidance

Those delivering GNVQs need to be competent in the GNVQ context. In order to meet this need assessor qualifications for GNVQs are currently under review. Current good practice indicates the following. Assessor and internal verifier training is carried out by a provider with experience of GNVQs, and the award is based on evidence from work with GNVQ students, where a new GNVQ course is planned, initial training sessions take place before the course starts, but staff provide evidence for the award from their subsequent work in delivering the GNVQ, evidence for the award includes work on assessing core skills and grading criteria, staff who have obtained assessor awards in the context of NVQs receive staff development on the specific requirements of GNVQ assessment, including core skills and grading criteria. There is a GNVQ assessor training and development plan which includes full training as required for new GNVQ courses and staff, updating and further development as needed by those who have already received training.

Question number	Summary of question
1.8	What was the time difference between the decision to start GNVQ and when the first students were admitted ?
1.14	Please give the following information regarding how staff delivering were inducted into GNVQs

3.1.7 Links with external organisations (p21)

Active use is made of external organisations in planning and supporting staff development for GNVQs, for example, employment links and placements to enhance and update vocational expertise, regional, local and national GNVQ networks and support groups, links with other centres, where appropriate, for advice and support for the GNVQ teams and individual staff.

Guidance

See guidance under 1.3 External links, and 3.2.4 External resources.

Question number	Summary of question
3.4.11	How highly do industry information packs feature in the course ?
3.4.15	How highly do links with other GNVQ centres feature in the course ?

3.2 Physical resources

3.2.1 Resource requirements for each vocational area (p22)

Physical resources for each GNVQ are kept under review by the institution and course teams, and steps are taken to improve or update them as appropriate in the light of specific requirements of GNVQ units, identified learners’ needs, student numbers and the need for access to equipment and materials, equal opportunities policy and action required to implement this.

Guidance

Physical resource requirements vary considerably between GNVQ vocational areas, and it is important to refer to any guidance or equipment check-lists provided for particular areas. For those looking at new GNVQ areas, it is useful to produce a check-list of requirements after a detailed study of each unit specification.

Question number	Summary of question
3.4.5	How highly does a range of resources easily accessible to students feature in the course ?
3.4.22	How highly does specific learner support feature in the course ?
3.4.31	How highly does learning tailored to individual needs feature in the course ?

3.2.2 Student access to equipment (p22)

Equipment and accommodation for each GNVQ course meets students’ learning and assessment needs equipment is maintained and developed in line with course and student needs, and with health and safety requirements, IT provision is sufficient for current student numbers, includes appropriate software and is accessible when required, accommodation is appropriate for the course and allows for flexible use including a range of large and small group and individual activity, where student activities require use of equipment, this is timetabled and managed effectively to allow all students adequate access.

Guidance

The fact that appropriate equipment is available within the institution or elsewhere does not necessarily mean it can be accessed by each GNVQ student when required for particular learning or

assessment activities. This has particular implications for IT equipment and is likely to call for very careful scheduling both of student activities and of equipment use and supervision.

Question number	Summary of question
3.4.5	How highly does a range of resources easily accessible to students feature in the course ?
3.4.22	How highly does specific learner support feature in the course ?
3.4.31	How highly does learning tailored to individual needs feature in the course ?

3.2.3 Learning materials and resources (p22)

Learning materials and resources are provided and developed to meet GNVQ students’ needs, including paper, stationery and access to copying facilities, appropriate storage facilities for students’ materials and work, library and media resources with access to supporting advice and guidance.

Guidance

The activity-based approach of GNVQs means that students often need to make intensive use of resources and materials concerned with obtaining, storing and presenting information and evidence. While needs vary between vocational areas, they are likely to include computers and printers, extensive photocopying facilities and materials, telephones, desk space, filing and storage facilities, cameras, audio and video recorders.

Question number	Summary of question
3.4.22	How highly does specific learner support feature in the course ?
3.4.23	How highly do study skills feature in the course ?
3.4.25	How highly does the use of the library feature in the course ?

3.2.4 External resources (p22)

External links are maintained and developed to extend students’ access to relevant equipment, resources and source materials, for example, employment links, visits and work experience, links with neighbouring GNVQ centres, use of public libraries and other community resources.

Guidance

While work experience placements can enable students to use up-to-date equipment, opportunities for individuals may vary considerably. Other approaches can also be effective in extending students access to equipment and resources, for example, obtaining used equipment from local employers, arranging visits to local employers where students can spend time observing processes, being briefed on these and trying out equipment under supervision, arranging for training and use of relevant equipment in a neighbouring school or college. See also guidance under 4.1.3 Exploiting learning opportunities in the local environment.

Question number	Summary of question
2.6.16	How highly do trips and visits feature in the induction ?
2.7.16	How easy/difficult is it to include trips and visits in the induction ?
3.4.4	How highly do visits to/from FE.HE by students feature in the course ?
3.4.7	How highly do visits to industry by students feature in the course ?
3.4.11	How highly do industry information packs feature in the course ?
3.4.13	How highly do visiting speakers feature in the course ?
3.4.14	How highly does real world research feature in the course ?
3.4.15	How highly do links with other GNVQ centres feature in the course ?
3.4.25	How highly does the use of the library feature in the course ?
3.4.33	How highly does work experience feature in the course ?
3.4.34	How highly does active learning feature in the course ?

4 Course design and delivery

4.1 Designing courses

4.1.1 Learning and assessment in GNVQ courses (p23)

GNVQ courses provide learning and assessment opportunities related to students’ needs and, in particular, enable students’ to develop the knowledge, skills and understanding needed to achieve the qualification, produce evidence that meets all the requirements of the GNVQ unit specifications develop core skills and generate evidence of these in vocational contexts wherever possible develop the abilities and cognitive skills needed to meet GNVQ grading criteria, be prepared for unit tests at appropriate stages in the course.

Guidance

The GNVQ course should provide activities that facilitate both the learning needed by each student to achieve the GNVQ and the evidence required for assessment of each element. While assessment is an integral part of GNVQ courses, students will often need to develop specific knowledge, skills and understanding before undertaking activities designed to provide assessment evidence. In particular, students may need specialist teaching and practice in certain core skill areas, including independent learning skills (Improving own learning and performance), before carrying out assessed vocational assignments. Students should also be introduced to the grading themes, and receive support in developing the cognitive skills associated with these - especially how to plan their own work, to seek and handle information, and to evaluate what they have done. At the same time, vocational assignments should provide clear opportunities to practise and develop these skills; the necessary learning support may be provided mainly or even wholly through work on the vocational units (see further guidance under 4.2 Induction and 4.3 Learning activities and support).

Question number	Summary of question
2.6.15	How highly does introduction to core skills feature in the induction ?
2.6.19	How highly does introduction to terms and language of GNVQ feature in the induction ?
2.6.20	How highly does introduction to grading criteria feature in the induction ?
2.6.25	How highly do practice assignments feature in the induction ?
2.7.15	How easy/difficult is it to achieve introduction to core skills in the induction ?
2.7.19	How easy/difficult is it to achieve introduction to terms and language of GNVQ in the induction ?
2.7.20	How easy/difficult is it to achieve introduction to grading criteria in the induction ?
2.7.25	How easy/difficult is it to achieve practice assignments in the induction ?
3.1	Unit delivery linked to test dates - delivery independent of test dates
3.1	Order of course delivery predetermined by school/college - order of course delivery determined by student
3.2	Core skills are integrated in assignments - core skills are assessed in separate assignments
3.4.2	How highly does action planning to complete assignments feature in the course ?
3.4.3	How highly does formal lecture input feature in the course ?
3.4.22	How highly does specific learner support feature in the course ?
3.4.23	How highly do study skills feature in the course ?
3.4.29	How highly do unit tests resit opportunities feature in the course ?
3.4.32	How highly does separate grading criteria input feature in the course ?

4.1.2 Student activities and assignments (p23)

Student activities are designed to provide structured and varied learning experiences that motivate and develop students, as well as provide evidence for assessment, show students what is required of them, include an assessment plan showing the vocational and core skills units (or parts of units) for which they are intended to provide evidence, provide learning experiences that require development and application of knowledge in relevant vocational contexts, generate evidence of varied kinds from a variety of sources, include opportunities for independent action and decision-making which may contribute to evidence for merit and distinction grades.

Guidance

Well-designed activities and assignments are key to successful GNVQ courses. A good assignment will satisfy all the points under the quality indicator and will provide stimulating and relevant opportunities for learning, which are appropriate to students’ abilities and interests at the particular stage and, at the same time, relate clearly to unit outcomes. Experience suggests that ‘good’ assignments may often fail to achieve their objectives because students have not understood what is required of them. This underlines the importance of effective briefing and communication, and the need for strong systems of individual student support. The latter are dealt with under 4.2 and 4.3 below.

Question number	Summary of question
3.2	Staff initiate timing and writing of assignments - students initiate timing and writing of assignments
3.2	Assignments are integrated across vocational units - assignments are based on individual units/elements
3.2	Core skills are integrated in assignments - core skills are assessed in separate assignments
3.4.2	How highly does action planning to complete assignments feature in the course ?

4.1.3 Exploiting learning opportunities in the local environment (p24)

The work place and the local environment are used as a resource for the students’ learning and assessment activities to meet the requirements of the units.

Guidance

The local environment is a crucial resource for effective GNVQ delivery and there are many ways in which it can be used to enhance students’ learning and achievement. A successful course is likely to include a high proportion of student assignments that, for example, are linked to industry visits or interviews with employees/employers, involve surveys, investigations and observations of local facilities and projects, businesses and other organisations, tackle a problem identified by (or based on material from) a local organisation, involve local professionals in judging and providing feedback on students’ plans and proposals, provide a product or service for a local organisation or community group, draw upon a student’s work experience where appropriate opportunities exist.

Question number	Summary of question
3.4.4	How highly do visits to/from FE.HE by students feature in the course ?
3.4.7	How highly do visits to industry by students feature in the course ?
3.4.11	How highly do industry information packs feature in the course ?
3.4.13	How highly do visiting speakers feature in the course ?
3.4.14	How highly does real world research feature in the course ?
3.4.33	How highly does work experience feature in the course ?
3.4.34	How highly does active learning feature in the course ?

4.1.4 Providing for individual needs (p24)

Assignments are tailored as far as possible to meet individual students’ needs, additional briefing, guidance and support are provided where a student needs this to complete an activity, there are opportunities for students to agree specific activities to meet their learning or assessment needs.

Guidance

The amount of support needed to meet the GNVQ requirements will vary considerably from one student to another. It is important that the course team responds to individual needs whether within or outside the main programmed activities and assignments, for example, some students may need considerable support with certain assignments, perhaps coupled with additional activities to provide further learning and assessment opportunities, others may be able to provide assessment evidence from activities outside the course, or may wish to negotiate assignments that they can carry out, for example, during work experience. Tutors should also set assignments that give students the

opportunity to take responsibility and make decisions, for example, to decide on certain tasks or on the particular subject matter for an investigation or report - this is especially relevant in meeting grading criteria. In general, activities should be set or agreed so that they take account of individuals' varying needs and abilities, and maximise their chances of achieving the GNVQ and of meeting grading criteria, as appropriate.

Question number	Summary of question
3.2	Staff initiate timing and writing of assignments - students initiate timing and writing of assignments
3.4.2	How highly does action planning feature in the course ?
3.4.9	How highly does action planning to plan learning feature in the course ?
3.4.18	How highly does negotiating individual GNVQ programmes feature in the course ?
3.4.31	How highly does learning tailored to individual needs feature in the course ?
3.4.35	How highly does accreditation of prior learning feature in the course ?

4.2 Induction

General note on GNVQ induction

It has long been considered good practice to provide a clearly structured induction programme for vocational courses. The radical demands of GNVQs for students, and for many staff, make designing an induction programme one of the most important tasks for a new GNVQ team. For all courses, it provides the opportunity for staff and students to develop the working relationships and establish the processes that are crucial to a successful course. Although most GNVQ courses include an induction period, this may vary from a very few days to many weeks. Some centres run a 'gateway programme' of eight to ten weeks for Intermediate and Advanced GNVQs jointly, with students' entry level determined only at the end of this period. More typically, induction programmes extend for two to four weeks which, in some centres, may be spread either side of the summer holiday. It is unlikely that induction can be carried out effectively in a shorter period.

4.2.1 Purpose of induction (p25)

The nature of the activities and the demands of the GNVQ course are clearly communicated to students. Students should be briefed on the course, teaching/learning and assessment methods,

collecting and presenting work as evidence for assessment and, maintaining portfolios, the requirements of unit tests, vocational and core skills unit specifications, and the grading criteria.

Guidance

The purpose of induction is to introduce students to the main kinds of activity they will undertake on the course; providing a thorough understanding of unit specifications is an essential part of this - see guidance under 4.3.5 below. Many activities included in induction will continue throughout the course proper, and it may thus be hard to determine where induction ends and the full course begins. Alternatively, some induction activities may continue alongside formal delivery and assessment of vocational units. A good GNVQ induction brings together all main aspects of the course; it is therefore desirable that all staff who make a major contribution to the GNVQ should be involved. This in itself can be a useful vehicle for staff development.

Question number	Summary of question
2.1	Please describe the induction
2.4	Please give the following information regarding induction
2.5	How long does the induction last ?
2.6.6	How highly does introduction to action planning feature in the induction ?
2.6.7	How highly do assignments for portfolio of evidence feature in the induction ?
2.6.13	How highly do course specific taster activities feature in the induction ?
2.6.15	How highly does introduction to core skills feature in the induction ?
2.6.19	How highly does introduction to terms and language of GNVQ feature in the induction ?
2.6.20	How highly does introduction to grading criteria feature in the induction ?
2.6.21	How highly does accreditation of prior learning feature in the induction ?
2.6.23	How highly do study skills feature in the induction ?
2.6.25	How highly do practice assignments feature in the induction ?
2.7.6	How easy/difficult is it to achieve introduction to action planning in the induction ?
2.7.7	How easy/difficult is it to achieve assignments for portfolio of evidence in the induction ?
2.7.13	How easy/difficult is it to achieve course specific taster activities in the induction ?
2.7.15	How easy/difficult is it to achieve introduction to core skills in the induction ?
2.7.19	How easy/difficult is it to achieve introduction to terms and language of GNVQ in the induction ?
2.7.20	How easy/difficult is it to achieve introduction to grading criteria in the induction ?
2.7.21	How easy/difficult is it to achieve accreditation of prior learning feature in the induction ?
2.7.23	How easy/difficult is it to achieve study skills in the induction ?
2.7.25	How easy/difficult is it to achieve practice assignments in the induction ?

4.2.2 Independent learning, core skills and grading themes (p25)

Individual needs are diagnosed and initial support is given to students in selecting the vocational area, and determining the content of individual courses (for example, selection of optional units), developing core skills, including Working with others and Improving own learning and performance, developing independent learning skills, work planning, information handling and evaluation.

Guidance

Initial guidance on how to work independently, linked with training in independent learning skills, is important for GNVQ students. Without this, they can be often at a loss when faced with vocational assignments from the start of the course, and may lack the confidence needed to carry out activities on their own, or to ask tutors for further guidance. Specific briefing and practice in work planning, information handling and evaluating their own work is especially crucial if students are to develop the abilities needed to satisfy the grading criteria. Early development of core skills is also fundamental to success on the course, and some students are likely to have specific core skills needs which make it difficult for them to tackle programmed activities without strong initial support in these areas.

Question number	Summary of question
2.6.6	How highly does introduction to action planning feature in the induction ?
2.6.9	How highly does selection of vocational area feature in the induction ?
2.6.11	How highly does selection of optional units feature in the induction ?
2.6.13	How highly do course specific taster activities feature in the induction ?
2.6.15	How highly does introduction to core skills feature in the induction ?
2.6.20	How highly does introduction to grading criteria feature in the induction ?
2.6.22	How highly does diagnostic assessment feature in the induction ?
2.6.23	How highly do study skills feature in the induction ?
2.6.24	How highly does selection of vocational level feature in the induction ?
2.6.25	How highly do practice assignments feature in the induction ?
2.7.6	How easy/difficult is it to achieve introduction to action planning in the induction ?
2.7.9	How easy/difficult is it to achieve selection of vocational area in the induction ?
2.7.11	How easy/difficult is it to achieve selection of optional units in the induction ?
2.7.13	How easy/difficult is it to achieve course specific taster activities in the induction ?
2.7.15	How easy/difficult is it to achieve introduction to core skills in the induction ?
2.7.20	How easy/difficult is it to achieve introduction to grading criteria in the induction ?
2.7.22	How easy/difficult is it to achieve diagnostic assessment in the induction ?
2.7.23	How easy/difficult is it to achieve study skills in the induction ?
2.7.24	How easy/difficult is it to achieve selection of vocational level in the induction ?
2.7.25	How easy/difficult is it to achieve practice assignments in the induction ?

4.2.3 Planning and reviewing activities (p25)

Students carry out initial planning and review activities related to recognition of previous achievement and experience and, diagnosis of needs, career aims, progression targets and overall priorities for the course, short-term learning targets and planning for activities and assignments planning for assessment and assessment evidence.

Guidance

It is important for students to engage in planning and review at a variety of levels from an early stage in the course, and for tutors to work with them on the activities outlined in the quality indicator. This will help students to take an active part in their own learning and in deciding their own objectives throughout the course and beyond. The National Record of Achievement (NRA) can offer a valuable starting point for such activity, and can also be used to plan and record achievement outside the GNVQ.

Question number	Summary of question
2.6.3	How highly does course selection feature in the induction ?
2.6.6	How highly does introduction to action planning feature in the induction ?
2.6.7	How highly do assignments for portfolio of evidence feature in the induction ?
2.6.10	How highly does selection of additional courses feature in the induction ?
2.6.13	How highly do course specific taster activities feature in the induction ?
2.6.17	How highly does advice and guidance on GNVQ programmes and routes feature in the induction ?
2.6.21	How highly does accreditation of prior learning feature in the induction ?
2.6.22	How highly does diagnostic assessment feature in the induction ?
2.6.25	How highly do practice assignments feature in the induction ?
2.7.3	How easy/difficult is it to achieve course selection in the induction ?
2.7.6	How easy/difficult is it to achieve introduction to action planning in the induction ?
2.7.7	How easy/difficult is it to achieve assignments for portfolio of evidence in the induction ?
2.7.10	How easy/difficult is it to achieve selection of additional courses in the induction ?
2.7.13	How easy/difficult is it to achieve course specific taster activities in the induction ?
2.7.17	How easy/difficult is it to achieve advice and guidance on GNVQ programmes and routes in the induction ?
2.7.21	How easy/difficult is it to achieve accreditation of prior learning in the induction ?
2.7.22	How easy/difficult is it to achieve diagnostic assessment in the induction ?
2.7.25	How easy/difficult is it to achieve practice assignments in the induction ?

4.2.4 Vocational focus (p26)

Students carry out initial vocational activities and assignments designed to develop interests, understanding and skills relevant to the vocational area, produce initial assessment evidence for vocational and core skills units, provide opportunities to practise and bring together the activities outlined in 4.2.1 - 4.2.3 above.

Guidance

Recognising that GNVQ students are motivated by vocational interests, they should be introduced to suitable vocational activities as early as possible in their induction. Carefully designed vocational activities can provide a context for most other aspects of induction, as thus form the backbone of an induction programme. In the absence of this, students may lose interest, with the result that both staff and students may fail to be convinced of the benefits of induction.

Question number	Summary of question
2.6.7	How highly do assignments for portfolio of evidence feature in the induction ?
2.6.13	How highly do course specific taster activities feature in the induction ?
2.6.25	How highly do practice assignments feature in the induction ?
2.7.7	How easy/difficult is it to achieve assignments for portfolio of evidence in the induction ?
2.7.13	How easy/difficult is it to achieve course specific taster activities in the induction ?
2.7.25	How easy/difficult is it to achieve practice assignments in the induction ?

4.3 Learning activities and support

4.3.2 Identifying and responding to individual needs (p26)

Effective systems are in place for reviewing and responding to individual needs throughout the course.

Guidance

Students needs can be monitored and met in a variety of ways during the course, depending on how the course is designed and the number of staff involved. for example, the following may be provided,

personal tutorials, core skills workshops and tutorials, assessment feedback, planning and review sessions, student counseling services. Where a number of staff are working with students on different aspects of the course, there should be clear systems of communication so that needs are identified and suitable action is taken at an early stage.

Question number	Summary of question
3.4.2	How highly does action planning feature in the course ?
3.4.6	How highly does ongoing advice on GNVQ achievements feature in the course ?
3.4.8	How highly does diagnostic assessment feature in the course ?
3.4.9	How highly does action planning to plan learning feature in the course ?
3.4.16	How highly does group assignment feedback feature in the course ?
3.4.18	How highly does negotiating individual GNVQ programmes feature in the course ?
3.4.20	How highly do negotiated optional units feature in the course ?
3.4.24	How highly does advising students of unit certificates feature in the course ?
3.4.28	How highly does advice and guidance on GNVQ feature in the induction ?
3.4.36	How highly does individual assignment feedback feature in the course ?
3.4.37	How highly do negotiated assessment deadlines feature in the course ?
4.1.2	How highly do individual programmes for completion feature in the closing phase of the course ?
4.1.5	How highly does advising students of unit certificates feature in the closing phase of the course ?
4.1.8	How highly does individual careers advice feature in the closing phase of the course ?
4.1.15	How highly does advising students of GNVQ achievements feature in the closing phase of the course ?

4.3.3 Tutor support for groups and individuals (p26)

Support is provided in the form of specialist inputs, tutor guidance and workshops to meet identified needs in relation to vocational knowledge and skills, each mandatory core skill, independent learning skills, planning and information handling, problem solving and evaluation skills, improving performance against grading criteria, achievement in unit tests.

Guidance

Some teaching (e.g. for core skills) may be provided for the whole group, while some will be needed for particular individuals. While core skills may be covered by vocational tutors through work for vocational units, students are likely to need additional specialist support for core skills where the vocational tutor does not have this specialist expertise.

Question number	Summary of question
3.4.6	How highly does ongoing advice on GNVQ achievements feature in the course ?
3.4.22	How highly does specific learner support feature in the course ?
3.4.24	How highly does advising students of unit certificates feature in the course ?
3.4.28	How highly does advice and guidance on GNVQ feature in the course ?
3.4.29	How highly do unit tests resit opportunities feature in the course ?
3.4.32	How highly does separate grading criteria input feature in the course ?
3.4.36	How highly does individual assignment feedback feature in the course ?
4.1.5	How highly does advising students of unit certificates feature in the closing phase of the course ?

4.3.5 Unit specifications and student portfolios (p27)

Students are encouraged to take an active part in their assessment, and to develop a thorough understanding of the requirements of unit specifications including performance criteria and range, collect and judge a variety of evidence from a range of sources and claim achievement where appropriate, develop independence in building the portfolio and evaluating its content and presentation.

Guidance

It is important that students adopt the unit specifications as their personal learning targets. Many GNVQ centres report success in this where tutors help students to understand specifications from an early stage, and explore detailed meanings by discussing them with groups and individuals as necessary. It is equally important that students have both initial and continuing guidance and support in respect of the skills they need to build and present quality portfolios. Such skills include judging what is and what is not relevant to unit specifications, and selecting the most appropriate evidence, where there is a choice of what to include, presenting evidence in an appropriate form, and ensuring that it is equally accessible to assessors, and internal and external verifiers, indexing and cross-referencing in a way that is economic and shows clearly which evidence relates to each vocational and core skills unit and element, and to grading criteria, evaluating the quality of their evidence and their portfolio presentation, and seeking continually to improve this.

Question number	Summary of question
3.4.2	How highly does action planning feature in the course ?
3.4.12	How highly do separate CAR and portfolio input feature in the course ?
3.4.18	How highly does negotiating individual GNVQ programmes feature in the course ?
3.4.19	How highly do assignment resubmissions feature in the course ?
3.4.36	How highly does individual assignment feedback feature in the course ?
4.1.9	How highly do workshops to complete CARs/portfolios feature in the closing phase of the course ?

4.3.6 Assessment review and feedback (p27)

Regular provision is made throughout the course for planning, feedback and review sessions with students, in order to review achievement, learning needs and assessment; set targets and agree activities, review career and progression aims in the light of progress so far and agree course priorities including target grade, optional units and any additional studies.

Guidance

Students should have regular assessment reviews and receive regular feedback on achievement from an early stage in the course. Some of this may occur informally in group situations, but regular and structured feedback sessions for individuals are also essential, particularly for setting targets to provide specific evidence or to meet specific learning needs. Some courses offer formal review and feedback sessions at the end of each major activity or assignment, while others may have a separate schedule for planning and review tutorials. Frequency of such sessions can vary from once a week to twice a term, but good practice suggests that planned sessions should take place at least every three to four weeks, and that time given to each individual may vary according to need. Assessment reviews and feedback should include ongoing advice for producing evidence for vocational and core skills units and elements, and on producing evidence towards grading criteria, continuing advice and guidance on learning needed to improve performance, planning and agreeing additional learning activities needed before given units or elements can be achieved, clear feedback on which units or elements have been achieved, clear advice on further evidence required where units (or elements) have not yet been achieved, and agreement on targets to produce such evidence, advice on appropriate stages to take each unit test, and guidance on preparation required.

Question number	Summary of question
3.4.2	How highly does action planning to complete assignments feature in the course ?
3.4.6	How highly does ongoing advice on GNVQ achievements feature in the course ?
3.4.9	How highly does action planning to plan learning feature in the course ?
3.4.16	How highly does group assignment feedback feature in the course ?
3.4.18	How highly does negotiating individual GNVQ programmes feature in the course ?
3.4.19	How highly do assignment resubmissions feature in the course ?
3.4.20	How highly do negotiated optional units feature in the course ?
3.4.26	How highly do additional units feature in the course ?
3.4.28	How highly does advice and guidance on GNVQ feature in the induction ?
3.4.36	How highly does individual assignment feedback feature in the course ?
3.4.37	How highly do negotiated assessment deadlines feature in the course ?
4.1.2	How highly do individual programmes for completion feature in the closing phase of the course ?

4.3.7 Counseling, guidance and the National Record of Achievement (p28)

Individual counseling, advice and guidance are available to students throughout the courses, including exit counseling.

Guidance

While students should receive counseling, advice and guidance in line with their needs throughout the course, such support is particularly important at stages of transition, and when students need to make decisions which may have implications for progression. These stages include entry and induction, points when decisions may be made on which GNVQ optional units, additional units or other qualifications a student will take, the end of the first year of a two year Advanced GNVQ course, transfer from the GNVQ to another course, or from another course to GNVQ, when a student leaves the course, whether on completion of the GNVQ or at an earlier stage.

The NRA can be of particular value for credit accumulation and tracking progression since, as well as recording GNVQ units and other qualifications, it can be used to record achievement of less than a unit (e.g. within a GNVQ), and achievement outside formal qualifications. It can also be used to support students in reviewing their achievement within the GNVQ and elsewhere, and in clarifying their future aims and objectives. This strengthens the counseling and guidance process, and helps the student to identify appropriate progression routes, and to prepare for transition. Such activity will be

most effective, and the use of the NRA most valuable, where students have been actively involved throughout the GNVQ course in planning and reviewing their own achievement, and in the assessment process itself, as outlined in the quality indicators 4.3.5 and 4.3.6.

Question number	Summary of question
2.6.3	How highly does course selection feature in the induction ?
2.6.4	How highly does introduction to all of the courses available feature in the induction ?
2.6.6	How highly does introduction to action planning feature in the induction ?
2.6.8	How highly does the initial interview feature in the induction ?
2.6.9	How highly does selection of vocational area feature in the induction ?
2.6.10	How highly does selection of additional courses available feature in the induction ?
2.6.11	How highly does selection of optional units feature in the induction ?
2.6.14	How highly does initial advice feature in the induction ?
2.6.17	How highly does advice and guidance on GNVQ programmes and routes feature in the induction ?
2.6.22	How highly does diagnostic assessment feature in the induction ?
2.6.24	How highly does selection of vocational level feature in the induction ?
2.7.3	How easy/difficult is it to achieve course selection in the induction ?
2.7.4	How easy/difficult is it to achieve introduction to all of the courses available in the induction ?
2.7.6	How easy/difficult is it to achieve introduction to action planning in the induction ?
2.7.8	How easy/difficult is it to achieve initial interview in the induction ?
2.7.9	How easy/difficult is it to achieve selection of vocational area in the induction ?
2.7.10	How easy/difficult is it to achieve selection of additional courses in the induction ?
2.7.11	How easy/difficult is it to achieve selection of optional units in the induction ?
2.7.14	How easy/difficult is it to achieve initial advice in the induction ?
2.7.17	How easy/difficult is it to achieve advice and guidance on GNVQ programmes and routes in the induction ?
2.7.22	How easy/difficult is it to achieve diagnostic assessment in the induction ?
2.7.24	How easy/difficult is it to achieve selection of vocational level in the induction ?
3.4.2	How highly does action planning to complete assignments feature in the course ?
3.4.6	How highly does ongoing advice on GNVQ achievements feature in the course ?
3.4.8	How highly does diagnostic assessment feature in the course ?
3.4.9	How highly does action planning to plan learning feature in the course ?
3.4.10	How highly do pre-selected optional units feature in the course ?
3.4.16	How highly does group assignment feedback feature in the course ?
3.4.18	How highly does negotiating individual GNVQ programmes feature in the course ?
3.4.19	How highly do assignment resubmissions feature in the course ?
3.4.20	How highly do negotiated optional units feature in the course ?
3.4.21	How highly do student movements between levels feature in the course ?
3.4.24	How highly does advising students of unit certificates feature in the course ?
3.4.26	How highly do additional units feature in the course ?
3.4.27	How highly do student movements between vocational areas feature in the course ?
3.4.28	How highly does advice and guidance on GNVQ feature in the course ?
3.4.30	How highly does fast-track completion feature in the course ?

3.4.36	How highly does individual assignment feedback feature in the course ?
3.4.37	How highly do negotiated assessment deadlines feature in the course ?
4.1.1	How highly does advice on using the portfolio after the course feature in the closing phase of the course ?
4.1.2	How highly do individual programmes for completion feature in the closing phase of the course ?
4.1.3	How highly does use of local authority careers advisors feature in the closing phase of the course ?
4.1.4	How highly does group careers advice feature in the closing phase of the course ?
4.1.5	How highly does advising students of unit certificates feature in the closing phase of the course ?
4.1.6	How highly does selecting another course feature in the closing phase of the course ?
4.1.7	How highly does fast-track completion feature in the closing phase of the course ?
4.1.8	How highly does individual careers advice feature in the closing phase of the course ?
4.1.14	How highly does selection of next level GNVQ feature in the closing phase of the course ?
4.1.15	How highly does advising students of GNVQ achievements feature in the closing phase of the course ?

5 Assessment and internal verification

5.1 Assessment plans and the course team

5.1.2 Plans for units, activities and individuals (p29)

Assessment plans for activities and assignments are adapted to meet individual needs, and additional assessment opportunities are provided for individuals when required.

Guidance

Assessment plans for GNVQs may operate at a variety of levels including long- and short-term, group and individual. Apart from the overall plan (see under 5.1.1), they should include plans for each vocational unit whether delivered separately or integrated with other vocational units, each core skills unit, showing how it will be assessed through vocational units and any additional assessment, where this is necessary, each vocational activity or assignment, showing both vocational and core skills unit(s) and element(s) to which it relates, and opportunities for meeting the grading criteria.

For most GNVQ courses, it is likely that the overall assessment plan will provide a framework for assessing all students within a particular group. This may also apply to assessment plans for specific

activities or assignments. However, where GNVQs are delivered flexibly, assessment plans may vary considerably between students. In all courses, assessment plans should be adapted to meet individual needs as far as possible. They should also be modified and developed as necessary through assessment reviews (see quality indicators 4.3.5 and 4.3.6). This may include, for example, further specific activities when evidence for an element is not yet sufficient, for example, in relation to aspects of performance criteria and range, further major assignment(s) when the student has so far produced little satisfactory evidence for one or more elements, assignments agreed or negotiated outside or in place of those programmed, to provide, for example, evidence from sources outside the institution, or evidence towards grading criteria, arrangements to take unit tests at stages or times suited to the individual, enabling a student to complete a unit (or the course) earlier or later than originally planned.

Question number	Summary of question
2.6.6	How highly does introduction to action planning feature in the induction ?
2.7.6	How easy/difficult is it to achieve introduction to action planning in the induction ?
3.4.1	How highly do predetermined assessment deadlines feature in the course ?
3.4.2	How highly does action planning to complete assignments feature in the course ?
3.4.9	How highly does action planning to plan learning feature in the course ?
3.4.18	How highly does negotiating individual GNVQ programmes feature in the course ?
3.4.19	How highly do assignment resubmissions feature in the course ?
3.4.29	How highly do unit tests resit opportunities feature in the course ?
3.4.30	How highly does fast-track completion feature in the course ?
3.4.31	How highly does learning tailored to individual needs feature in the course ?
3.4.37	How highly do negotiated assessment deadlines feature in the course ?
4.1.2	How highly do individual programmes for completion feature in the closing phase of the course ?
4.1.7	How highly does fast-track completion feature in the closing phase of the closing phase of the course ?

5.2.3 Grading (p32)

Assessors provide feedback to students in relation to grading criteria, and carry out assessment of grades in accordance with grading criteria specifications and requirements.

Guidance

Students should receive formative feedback on their performance against grading criteria when each relevant activity or assignment is assessed.

Question number	Summary of question
2.6.20	How highly does introduction to grading criteria feature in the induction ?
2.7.20	How easy/difficult is it to achieve introduction to grading criteria in the induction ?
3.4.6	How highly does ongoing advice on GNVQ achievements feature in the course ?
3.4.16	How highly does group assignment feedback feature in the course ?
3.4.28	How highly does advice and guidance on GNVQ feature in the course ?
3.4.32	How highly does separate grading criteria input feature in the course ?
3.4.36	How highly does individual assignment feedback feature in the course ?
4.1.2	How highly do individual programmes for completion feature in the closing phase of the course ?

Appendix 3.4 The questionnaire

Current Approaches in the Delivery of GNVQs

Section one: Centre analysis.

The first section of the questionnaire asks for background details of your centre. Some of the questions may require more than one answer and you are reminded of this when necessary.

1.1 Please identify your status in the GNVQ structure. Tick all that are applicable.

Centre Coordinator	<input type="checkbox"/>	Programme Coordinator	<input type="checkbox"/>
Internal Verifier	<input type="checkbox"/>	Assessor	<input type="checkbox"/>

1.2 Please identify your status in the centre management structure. Tick all that are applicable.

Head / Principal	<input type="checkbox"/>	Deputy Head / Vice Principle	<input type="checkbox"/>
Head of Department	<input type="checkbox"/>	Other, please specify	<input type="text"/>

1.3 GNVQ Awarding Body

BTEC	<input type="checkbox"/>	City & Guilds	<input type="checkbox"/>	RSA Examinations	<input type="checkbox"/>
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1.4 Type of centre. Please tick all that are applicable.

School	<input type="checkbox"/>	GNVQ post-16 only	<input type="checkbox"/>	GNVQ pre & post-16	<input type="checkbox"/>
VI th Form College	<input type="checkbox"/>				
FE College	<input type="checkbox"/>				
Tertiary	<input type="checkbox"/>				
CTC	<input type="checkbox"/>				

1.5 Complete the table for the range of courses offered at the centre. Please tick all that are applicable.

	F/T	P/T
GNVQ		
GCSE		
AS level		
A level		
BTEC First		
BTEC Nat.		
RSA		
C & G		
NVQ		
Other vocational		

1.6 What is your centre’s previous experience of prevocational and vocational courses ? Please tick all relevant boxes.

	5 years +	Over 3 – up to 5 years	Over 1 – up to 3 years	Less than 1 year	None
DVE					
CPVE					
BTEC First					
C & G 365, 778					
RSA Initial Awards					
NVQ					
Other, please specify					

1.7 What is your centre’s previous experience of GNVQ ? Please tick all relevant boxes.

	3 + years	2 years	1 year	Less than 1 year
Own centre				
Consortium				
Franchise				

1.8 What was the time difference between the decision to start GNVQ and when the first students were admitted ?

11+ months ☐

7-10 months ☐

4-6 months ☐

0-3 months ☐

1.9 Which GNVQ vocational areas and levels are offered at your centre ?
Tick all relevant boxes.

F = Foundation I = Intermediate A = Advanced

	F	I	A
Art & Design			
Business			
Construction & Built Environment			
Distribution			
Engineering			
Health & Social Care			
Hospitality & Catering			
Information Technology			
Leisure & Tourism			
Management Studies			
Manufacturing			
Media: Communication & Production			
Science			

1.10 Are the entry requirements for GNVQs at the three different levels the same across all of the vocational areas ?

Yes ☐ Please go to question 1.11 and continue.

No ☐ Please go to question 1.12 and continue.

1.11 What are the entry requirements for the levels of GNVQ courses offered at your centre ? Please complete all relevant boxes.

Foundation	Intermediate	Advanced

Please go to question 1.13 and continue.

1.12 Please complete this table if there are different entry requirements for entry according to the vocational area. Complete only those boxes where there are significant differences between vocational areas.

	Foundation	Intermediate	Advanced
Art & Design			
Business			
Construction & Built Environment			
Distribution			
Engineering			
Health & Social Care			
Hospitality & Catering			
Information Technology			
Leisure & Tourism			
Management Studies			
Manufacturing			
Media: Communication & Production			
Science			

Please go to question 1.13 and continue.

1.13 What other course combinations are offered with GNVQ ?
Please tick all relevant boxes and specify any other vocational courses offered.

	F	I	A
GCSE			
AS level			
A level			
NVQ units			
Other courses and/or accreditation. Please specify e.g. Community Sports Leaders Award, First Aid, Food Hygiene.			

1.14 Please give the following information regarding how staff delivering were inducted into GNVQs. Please tick all boxes which are applicable.

Formal induction

☐

Informal induction

☐

Induction based on materials

☐

Whole centre

☐

Course specific

☐

Group

☐

Individual

☐

Other

☐

Summer

☐

Autumn

☐

Rolling programme

☐

1 – 5 hours

☐

6 – 12 hours

☐

13+ hours

☐

1.15 In your centre, do all vocational areas follow a similar pattern for delivery ?

No

☐

Please go to question 1.16 and continue.

Don't know

☐

Please go to question 1.16 and continue.

Yes

☐

Please go to question 1.18 and continue.

1.16 The answers for the remaining sections of the questionnaire have to be completed by referring to one vocational area.

Please select the vocational area by ticking **one** of the list below.

	Selection
Art & Design	
Business	
Construction & Built Environment	
Distribution	
Engineering	
Health & Social Care	
Hospitality & Catering	
Information Technology	
Leisure & Tourism	
Management Studies	
Manufacturing	
Media: Communication & Production	
Science	

1.17 Please tick all the relevant boxes to indicate why you have selected this area.

The oldest	<input type="checkbox"/>	The newest	<input type="checkbox"/>
Most successful	<input type="checkbox"/>	Most experienced staff	<input type="checkbox"/>
Operates at all levels	<input type="checkbox"/>	Operates at one level	<input type="checkbox"/>
Most familiar to you	<input type="checkbox"/>	Most information available	<input type="checkbox"/>
Other reason	<input type="checkbox"/>	Please specify	_____

1.18 Briefly, why did the centre introduce GNVQs ? **To be answered by all.**

Section two: Student Induction.

The second section of the questionnaire refers to the school/college induction programme for **students**. If you do not have an induction please tick the appropriate box in question 2.1, go to section three and continue completing the questionnaire.

2.1 Please describe your induction by ticking as many as apply to your centre.

General centre induction	<input type="checkbox"/>	GNVQ induction	<input type="checkbox"/>
Other course induction e.g. A level, GCSE	<input type="checkbox"/>	Combination general centre induction & GNVQ	<input type="checkbox"/>
No induction Go to section 3.	<input type="checkbox"/>		

2.2 When are the students admitted to the course ?

August/September admission	<input type="checkbox"/>	Rolling admission	<input type="checkbox"/>
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2.3 When does your induction take place ? Please tick all that are applicable.

Before the start of the academic year	<input type="checkbox"/>	At the start of the academic year	<input type="checkbox"/>	Termly	<input type="checkbox"/>
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2.4 Please give the following information regarding the centre induction.
Tick as many boxes as are applicable.

Formal induction	<input type="checkbox"/>	Informal induction	<input type="checkbox"/>		
Whole centre	<input type="checkbox"/>	Department based	<input type="checkbox"/>	Course specific	<input type="checkbox"/>
Group	<input type="checkbox"/>	Individual	<input type="checkbox"/>	Other	<input type="checkbox"/>

2.5 How long does your induction last ?

	1 – 5 days	6 – 10 days	11 – 15 days	16 – 20 days	21+ days
GNVQ					
Other					

2.6 Please tick **all** of the following according to how highly they feature in your induction programme.

4 = very highly 3 = highly 2 = not a priority 1 = unlikely to be included

	4	3	2	1
Health & safety issues				
Familiarity with staff at college/school				
Course selection				
Introduction to all of the courses available at the college/school				
Familiarity with peers				
Introduction to action planning				
Assignments for portfolio of evidence				
Initial interviews				
Selection of vocational area				
Selection of additional course(s)				
Selection of optional units				
Familiarity with services offered at college/school				
Course specific taster activities				
Initial advice				
Introduction to core skills				
Trips and visits				
Advice and guidance on GNVQ programmes and routes				
Familiarity with the layout of college/school				
Introduction to terms and language of GNVQ				
Introduction to grading criteria				
Accreditation of prior learning				
Diagnostic assessment				
Study skills				
Selection of vocational level				
Practice assignments				

2.7 With regard to the induction activities please indicate how easy or difficult they are to achieve within your induction.

4 = very easy 3 = easy 2 = difficult 1 = very difficult N/A = not applicable

	4	3	2	1	N/A
Health & safety issues					
Familiarity with staff at college/school					
Course selection					
Introduction to all of the courses available at the college/school					
Familiarity with peers					
Introduction to action planning					
Assignments for portfolio of evidence					
Initial interviews					
Selection of vocational area					
Selection of additional course(s)					
Selection of optional units					
Familiarity with services offered at college/school					
Course specific taster activities					
Initial advice					
Introduction to core skills					
Trips and visits					
Advice and guidance on GNVQ programmes and routes					
Familiarity with the layout of college/school					
Introduction to terms and language of GNVQ					
Introduction to grading criteria					
Accreditation of prior learning					
Diagnostic assessment					
Study skills					
Selection of vocational level					
Practice assignments					

Section three: Course delivery.

Section three asks questions about the course, how it is run and what are the important aspects of the course at your centre.

3.1 With regard to the structure of the course please tick the box closest to each statement that matches your practice most closely.

Complete integration of delivery vocational and core units	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Completely separate delivery of vocational and core units
Unit delivery linked to test dates	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Unit delivery independent of test dates
Complete integration of delivery across mandatory units	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Completely separate delivery of mandatory units
Complete integration of delivery across mandatory and optional units	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Completely separate delivery of mandatory and optional units
Order of course delivery predetermined by school/college	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Order of course delivery determined by student

3.2 With regard to the writing of assignments please tick the statement that matches your practice most closely.

Staff initiate timing of and writing of assignment briefs	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Students initiate timing of and writing of assignment briefs
Assignments are integrated across vocational units	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Assignments are based on individual elements/units
Core skills are integrated into vocational assignments	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Core skills are assessed in separate assignments

3.3 Please rank the influences on optional units offered by the centre.

4 = very high influence 3 = high influence 2 = some influence 1 = no influence

	4	3	2	1
Centre timetable				
Candidate choice				
Local industry requirements				
FE requirements				
HE requirements				
Compact agreements				
Staff experience/specialism				
Other. Please state:				

3.4 Please rank the following according to how highly they feature in your course.

4 = very highly 3 = highly 2 = not a priority 1 = unlikely to be included

	4	3	2	1
Predetermined assessment deadlines				
Action planning to complete assignments				
Formal lecture input				
Visits to/from FE/HE				
A range of resources that are easily accessible to students				
Ongoing advice on GNVQ achievements				
Visits to industry by students				
Diagnostic assessment				
Action planning to plan learning				
Pre-selected optional units				
Industry information packs				
Separate CAR and portfolio input				
Visiting speakers				
Real world research				
Links with other GNVQ centres				
Group assignment feedback				
Pastoral care by non-GNVQ tutors				
Negotiating individual GNVQ programmes				
Assignment resubmissions				
Negotiated optional units				
Student movements between levels in the same vocational area				
Specific learner support				
Study skills				
Advising students of unit certifications				
Use of library				
Additional units				
Student movements between vocational areas				
Advice and guidance on GNVQ				
Unit test resit opportunities				
Fast track completion option				
Learning tailored to individual needs				
Separate grading criteria input				
Work experience				
Active learning				
Accreditation of prior learning				
Individual assignment feedback				
Negotiated assessment deadlines				

Section four: Exit phase

The final section of the questionnaire refers to the closing phase of your course.

4.1 Please rank the following according to how highly they feature in the final stage of your GNVQ course.

4 = very highly 3 = highly 2 = not a priority 1 = unlikely to be included

	4	3	2	1
Advice on using the portfolio after the course				
Negotiating individual GNVQ programmes				
Use of local authority careers adviser				
Group careers advice				
Advising students of unit certifications				
Selection of another course (not GNVQ)				
Fast track completion option				
Individual careers advice				
Workshops on completing Cumulative Assessment Records and portfolios				
Completing FE applications				
Visits to/from local industry/HE/FE				
Completing HE applications				
Completing employment applications				
Selection of next level GNVQ course				
Advising students of GNVQ achievements				

4.2 If you would like to receive a summary of the Research findings please tick the box.

☐

Thank you for completing this questionnaire.

September 1995

Current Approaches to the Delivery of GNVQs

Dear GNVQ Centre Coordinator

The Unit for Post-16 Education and Training is actively involved in improving the quality of post-16 education and training. It is specifically interested in the development of GNVQs and is undertaking research into the current practice employed by centres implementing these qualifications.

We realise that your schedule is a busy one and that your time is valuable but we would be most grateful if you would take time to complete the attached questionnaire. This should take 20-30 minutes. The data gained from the questionnaire will be used in statistical analysis and no centre will be identified.

Below are some important details about the research project.

1. Your centre has been randomly selected from all GNVQ centres registered in the United Kingdom.
2. The contents of the questionnaire are absolutely confidential. Information regarding the centre will not be disclosed under any circumstances.
3. The code data at the top corner will be removed at the analysis stage and is used only for tracking questionnaire response rate.
4. Please return the completed questionnaire in the enclosed stamped addressed envelope by October 23rd. 1995.

If you wish to be informed of the outcomes of the survey please fill in the section at the end of the questionnaire.

We would like to take this opportunity of thanking you in advance for your co-operation and interest in completing the questionnaire.

Yours sincerely,

Ellie Johnson Searle
Research Associate
Unit for Post-16
Education and
Training

Alan Sutton
Co-Director
Unit for Post-16
Education and
Training

Tom Whiteside
Co-Director
Unit for Post-16
Education and
Training

3.6 Follow-up letter

January 1996

Current Approaches to the Delivery of GNVQs

Dear GNVQ Centre Coordinator

The Unit for Post-16 Education and Training recently sent you a questionnaire as part of our research into Current Practices in GNVQs.

We have been encouraged by the response rate prior to the closing date for the return of questionnaires. Centres who have missed the initial deadline still have the opportunity to complete and return their questionnaire. This will enable the research to reflect current practice in a wide range of GNVQ centres.

We realise that your schedule is a busy one and that your time is valuable but we would be most grateful if you would spend 20-30 minutes completing the questionnaire.

Please contact the Unit if you require a further copy of the questionnaire or a return envelope.

We would like to take this opportunity of thanking you in advance for your co-operation and interest in completing the questionnaire.

Yours sincerely,

Ellie Johnson Searle
Research Associate
Unit for Post-16
Education and
Training

Alan Sutton
Co-Director
Unit for Post-16
Education and
Training

Tom Whiteside
Co-Director
Unit for Post-16
Education and
Training

Table 4.1

Popularity of Foundation level programmes offered in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Vocational area								
Health & Social Care	63	28.5	26	23.0	8	42.1	12	24.0
Business	45	20.4	19	16.8	5	26.3	9	18.0
Leisure & Tourism	46	20.8	20	17.7	4	21.0	6	12.0
Art & Design	21	9.5	12	10.6	1	5.3	6	12.0
Manufacturing	20	9.0	5	4.4	0	0.0	4	8.0
Construction & the Built Environment	1	0.5	9	8.0	0	0.0	4	8.0
Hospitality & Catering	4	1.8	7	6.2	0	0.0	3	6.0
Information Technology	4	1.8	6	5.3	0	0.0	3	6.0
Science	4	1.8	4	3.5	1	5.3	2	4.0
Engineering	3	1.4	5	4.5	0	0.0	1	2.0
No response	10	4.5	0	0.0	0	0.0	0	0.0
Total	221	100.0	113	100.0	19	100.0	50	100.0

Table 4.2

Popularity of Intermediate level programmes offered in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Vocational area								
Business	175	28.9	34	14.2	17	16.6	14	15.6
Health & Social Care	157	25.9	35	14.6	14	13.7	15	16.8
Leisure & Tourism	116	19.2	34	14.2	13	12.6	12	13.4
Art & Design	67	11.1	27	11.3	10	9.7	14	15.5
Science	28	4.6	19	7.9	8	7.8	8	8.9
Manufacturing	30	5.0	10	4.2	1	1.0	4	4.4
Information Technology	7	1.1	21	8.8	5	4.8	2	2.2
Engineering	12	2.0	18	7.5	3	2.9	4	4.4
Hospitality & Catering	5	0.8	15	6.3	0	0.0	7	7.8
Media, Communication and Production	7	1.1	10	4.3	2	1.9	5	5.5
Construction & the Built Environment	2	0.3	14	5.9	0	0.0	5	5.5
Retail & Distribution	0	0.0	2	0.8	0	0.0	0	0.0
Total	606	100.0	239	100.0	103	100.0	90	100.0

Table 4.3

Popularity of Advanced level programmes offered in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Vocational area	N	%	N	%	N	%	N	%
Business	128	42.0	35	15.0	17	24.6	12	14.5
Health & Social Care	70	23.0	33	14.2	13	18.9	14	16.9
Leisure & Tourism	44	14.4	35	15.1	13	18.9	11	13.3
Art & Design	24	7.8	24	10.3	10	14.6	11	13.3
Science	20	6.5	22	9.5	9	13.0	8	9.6
Manufacturing	7	2.3	5	2.1	1	1.4	4	4.8
Information Technology	5	1.6	17	7.3	3	4.3	8	9.6
Engineering	1	0.3	17	7.3	2	2.9	3	3.6
Hospitality & Catering	2	0.6	16	6.9	0	0.0	6	7.2
Media, Communication and Production	3	0.9	14	6.0	1	1.4	3	3.6
Construction & the Built Environment	1	0.3	12	5.1	0	0.0	3	3.6
Retail & Distribution	0	0.0	2	0.8	0	0.0	0	0.0
Total	305	100.0	232	100.0	69	100.0	83	100.0

Table 4.4

How Art & Design was offered in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Levels and combinations	N	%	N	%	N	%	N	%
Foundation, Intermediate and Advanced	8	3.6	10	25.0	1	5.3	5	26.3
Intermediate and Advanced	10	4.5	11	27.5	7	36.8	6	31.6
Intermediate only	10	4.5	5	12.5	2	10.5	2	10.5
Advanced only	6	2.7	3	7.5	2	10.5	0	0.0
Foundation and Intermediate	9	4.1	1	2.5	0	0.0	1	5.3
Foundation only	4	1.8	1	2.5	0	0.0	0	0.0
No response	174	78.8	9	22.5	7	36.9	5	26.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 4.5

How Leisure and Tourism was offered in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Foundation, Intermediate and Advanced	17	7.7	20	50.0	4	21.1	5	26.3
Intermediate and Advanced	23	10.4	14	35.0	8	42.1	6	31.6
Intermediate only	54	24.4	0	0.0	1	5.3	1	5.3
Advanced only	4	1.8	1	2.5	1	5.3	0	0.0
Foundation and Intermediate	22	10.0	0	0.0	0	0.0	0	0.0
Foundation only	7	3.2	0	0.0	0	0.0	1	5.3
No response	94	42.5	5	12.5	5	26.2	6	31.5
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 4.6

How Business was offered in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Foundation, Intermediate and Advanced	33	14.9	18	45.0	5	26.3	7	36.8
Intermediate and Advanced	78	35.3	16	40.0	10	52.7	5	26.3
Intermediate only	52	23.5	0	0.0	2	10.5	1	5.3
Advanced only	17	7.7	1	2.5	2	10.5	0	0.0
Foundation and Intermediate	12	5.4	0	0.0	0	0.0	1	5.3
Foundation only	0	0.0	1	2.5	0	0.0	1	5.3
No response	29	13.2	4	10.0	0	0.0	4	21.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 4.7

How Health & Social Care was offered in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Foundation, Intermediate and Advanced	25	11.3	24	60.0	8	42.1	10	52.6
Intermediate and Advanced	41	18.6	8	20.0	4	21.1	2	10.5
Intermediate only	59	26.7	1	2.5	2	10.5	2	10.5
Foundation and Intermediate	32	14.5	2	5.0	0	0.0	1	5.3
Advanced only	4	1.8	1	2.5	1	5.3	2	10.5
Foundation only	6	2.7	0	0.0	0	0.0	1	5.3
No response	54	24.4	4	10.0	4	21.0	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 4.8

How Information Technology was offered in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Intermediate and Advanced	2	0.9	11	27.5	2	10.5	3	15.8
Intermediate only	3	1.4	4	10.0	3	15.8	1	5.3
Foundation, Intermediate and Advanced	2	0.9	5	12.5	0	0.0	3	15.8
Advanced only	1	0.5	1	2.5	1	5.3	1	5.3
Foundation and Intermediate	0	0.0	1	2.5	0	0.0	0	0.0
Foundation only	2	0.9	0	0.0	0	0.0	0	0.0
No response	211	95.4	18	45.0	13	68.4	11	57.8
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 4.9

How Science was offered in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Intermediate and Advanced	8	3.6	13	32.5	5	26.3	6	31.6
Intermediate only	16	7.2	2	5.0	2	10.5	0	0.0
Foundation, Intermediate and Advanced	2	0.9	3	7.5	1	5.3	2	10.5
Advanced only	9	4.1	6	15.0	3	15.8	0	0.0
Foundation and Intermediate	2	0.9	1	2.5	0	0.0	0	0.0
No response	184	83.3	15	37.5	8	42.1	11	57.9
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 4.10

How Manufacturing was offered in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Intermediate and Advanced	4	1.8	2	5.0	1	5.3	0	0.0
Intermediate only	10	4.5	4	10.0	0	0.0	0	0.0
Foundation, Intermediate and Advanced	3	1.4	3	7.5	0	0.0	3	15.8
Advanced only	0	0.0	0	0.0	0	0.0	1	5.3
Foundation and Intermediate	12	5.4	1	2.5	0	0.0	1	5.3
Foundation only	5	2.3	1	2.5	0	0.0	0	0.0
Foundation and Advanced	1	0.5	0	0.0	0	0.0	0	0.0
No response	186	84.1	29	72.5	18	94.7	14	73.6
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 4.11

How Engineering was offered in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Intermediate and Advanced	1	0.5	10	25.0	2	10.5	2	10.5
Foundation, Intermediate and Advanced	0	0.0	5	12.5	0	0.0	1	5.3
Intermediate only	8	3.6	3	7.5	1	5.3	1	5.3
Advanced only	0	0.0	2	5.0	0	0.0	0	0.0
Foundation and Intermediate	3	1.4	0	0.0	0	0.0	0	0.0
No response	209	94.5	20	50.0	16	84.2	15	78.9
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 4.12

The use of consistent entry requirements in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Entry requirements								
Requirements are the same for all vocational areas at the same level	170	76.9	30	75.0	16	84.2	11	57.9
Entry requirements differ between vocational areas at the same level	27	12.2	6	15.0	2	10.5	2	10.5
No response	24	10.9	4	10.0	1	5.3	6	31.6
Total	221	100	40	100	19	100	19	100

Table 4.13

Foundation level entry requirements in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Entry requirements	N	%	N	%	N	%	N	%
None	40	46.5	10	37.0	6	75.0	7	58.4
Interview/experience	13	15.1	9	33.4	0	0.0	3	25.0
Unspecified GCSE results	17	19.8	4	14.8	1	12.5	1	33.3
Higher than DfEE recommendations	4	4.7	4	14.8	0	0.0	1	33.3
DfEE recommendations	7	8.1	0	0.0	1	12.5	0	0.0
Lower than DfEE recommendations	3	3.5	0	0.0	0	0.0	0	0.0
National Curriculum level	2	2.3	0	0.0	0	0.0	0	0.0
Total	86	100.0	27	100.0	8	100.0	12	100.0

Table 4.14

Intermediate level entry requirements in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Entry requirements	N	%	N	%	N	%	N	%
Unspecified GCSE results	54	29.5	9	27.3	4	25.0	7	50.0
Lower than DfEE recommendations	42	23.0	9	27.3	4	25.0	2	14.3
None	33	18.0	4	12.1	4	25.0	2	14.3
DfEE recommendations	22	12.0	4	12.1	2	12.5	1	7.1
Higher than DfEE recommendations	17	9.3	6	18.2	2	12.5	0	0.0
Interview/experience	12	6.6	1	3.0	0	0.0	2	14.3
National Curriculum level	3	1.6	0	0.0	0	0.0	0	0.0
Total	183	100.0	33	100.0	16	100.0	14	100.0

Table 4.15

Reasons for introducing GNVQs given by different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Reason for introducing GNVQs								
Improve provision/meet needs	172	50.9	9	15.0	17	51.5	5	18.5
Natural progression to previous courses	58	17.2	6	10.0	4	12.1	7	25.9
Demise of BTEC/other courses	30	8.9	22	36.7	2	6.1	2	7.4
Management decision - had to	17	5.0	18	30.0	3	9.1	7	25.9
Competition	32	9.5	3	5.0	6	18.2	2	7.4
Create/improve work and industry links	29	8.5	2	3.3	1	3.0	4	14.9
Total	338	100.0	60	100.0	33	100.0	27	100.0

Table 4.16

GNVQ approval experience in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Length of GNVQ experience								
Own approval up to 1 year	83	30.0	4	8.4	7	33.3	1	3.3
Own approval up to 2 years	82	29.6	12	25.0	7	33.3	10	33.4
Own approval 3 years or more	56	20.2	24	50.0	5	23.9	18	60.0
All other approval experience	56	20.2	8	16.6	2	9.5	1	3.3
Total	277	100.0	48	100.0	21	100.0	30	100.0

Table 4.17

Full-time academic courses offered with GNVQs in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Full-time academic course								
GNVQ	217	26.7	39	31.7	19	25.3	16	32.0
GCSE	218	26.8	29	23.6	19	25.3	13	26.0
A level	206	25.3	31	25.2	19	25.3	12	24.0
AS level	172	21.2	24	19.5	18	24.1	9	18.0
Total	813	100.0	123	100.0	75	100.0	50	100.0

Table 4.18

Full-time vocational courses offered with GNVQs in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Full-time vocational course								
GNVQ	217	48.9	39	17.9	19	39.6	16	22.9
RSA course	85	19.2	28	12.8	10	20.8	8	11.4
City & Guilds course	58	13.1	31	14.2	7	14.6	10	14.3
Other vocational course	41	9.2	22	10.1	1	2.1	12	17.1
NVQ	24	5.4	35	16.1	7	14.6	12	17.1
BTEC National	14	3.1	39	17.9	3	6.2	11	15.8
BTEC First	5	1.1	24	11.0	1	2.1	1	1.4
Total	444	100.0	218	100.0	48	100.0	70	100.0

Table 4.19

Courses offered with Foundation level in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Course								
GCSE	60	27.1	13	32.5	4	21.0	2	10.5
A level	2	0.9	0	0.0	0	0.0	0	0.0
NVQ	4	1.8	8	20.0	1	5.3	6	31.6
DVE	3	1.4	1	2.5	0	0.0	0	0.0
Core Skill	13	5.9	4	10.0	1	5.3	3	15.8
Language	2	0.9	1	2.5	0	0.0	1	5.3
Complimentary vocational course	24	10.9	8	20.0	1	5.3	3	15.8
Additional vocational course	10	4.5	3	7.5	2	10.5	1	5.3
Other course	3	1.4	1	2.5	1	5.3	1	5.3
No response	100	45.2	1	2.5	9	47.3	2	10.4
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 4.20

Courses offered with Intermediate level in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Course	N	%	N	%	N	%	N	%
GCSE	172	42.1	33	35.5	17	48.6	11	27.5
A level	53	13.0	1	1.1	1	2.8	1	2.5
AS level	33	8.1	3	3.2	3	8.6	1	2.5
NVQ	18	4.4	23	24.7	3	8.6	11	27.5
DVE	3	0.7	2	2.1	0	0.0	0	0.0
Core Skill	24	5.9	9	9.7	2	5.7	4	10.0
Language	5	1.2	4	4.3	1	2.8	0	0.0
Complimentary vocational course	87	21.3	12	12.9	6	17.1	12	30.0
Additional vocational course	13	3.3	6	6.5	2	5.8	0	0.0
Total	408	100.0	93	100.0	35	100.0	40	100.0

Table 4.21

Courses offered with Advanced level in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Course	N	%	N	%	N	%	N	%
GCSE	79	20.2	26	18.0	10	18.2	10	20.0
A level	138	35.3	32	22.2	16	29.1	11	22.0
AS level	80	20.5	20	13.9	11	20.0	7	14.0
NVQ	9	2.3	29	20.1	5	9.1	8	16.0
DVE	1	0.2	1	0.7	0	0.0	0	0.0
Core Skill	15	3.8	6	4.2	1	1.8	3	6.0
Language	4	1.0	4	2.8	1	1.8	0	0.0
Complimentary vocational course	56	14.3	17	11.8	7	12.7	11	22.0
Additional vocational course	9	2.4	9	6.3	4	7.3	0	0.0
Total	391	100.0	144	100.0	55	100.0	50	100.0

Table 4.22

Popularity of vocational areas offered by centres with different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
Vocational area	N	%	N	%	N	%	N	%
Business	118	23.6	58	24.7	42	29.0	43	16.4
Health & Social Care	105	21.0	59	25.1	32	22.1	40	15.3
Leisure & Tourism	85	17.0	40	17.0	28	19.3	36	13.7
Art & Design	54	10.8	33	14.0	16	11.0	31	11.8
Science	27	5.4	12	5.1	15	10.3	27	10.3
Manufacturing	19	3.8	16	6.8	4	2.7	13	5.0
Information Technology	20	4.1	6	2.6	3	2.1	17	6.5
Engineering	22	4.4	4	1.7	1	0.7	12	4.6
Hospitality & Catering	20	4.1	1	0.4	2	1.4	12	4.6
Media, Communication and Production	12	2.4	5	2.2	2	1.4	10	3.8
Construction & the Built Environment	9	1.8	0	0.0	0	0.0	14	5.4
Management Studies	7	1.4	1	0.4	0	0.0	6	2.2
Retail & Distribution	1	0.2	0	0.0	0	0.0	1	0.4
Total	499	100.0	235	100.0	145	100.0	262	100.0

Table 4.23

The use of consistent entry requirements by centres with different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
Entry requirements	N	%	N	%	N	%	N	%
Requirements are the same for all vocational areas at the same level	105	80.2	56	78.9	34	65.4	32	71.1
Entry requirements differ between vocational areas at the same level	13	9.9	10	14.1	6	11.5	8	17.8
No response	13	9.9	5	7.0	12	23.1	5	11.1
Total	131	100	71	100	52	100	45	100

Table 4.24

Foundation level entry requirements and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Entry requirements	27	20.6	13	18.3	5	9.6	18	40.0
None	13	9.9	8	11.3	1	1.9	3	6.7
Interview/experience	12	9.2	8	11.3	3	5.8	0	0.0
Unspecified GCSE results	4	3.0	3	4.2	1	1.9	1	2.2
Higher than DfEE recommendations	2	1.5	1	1.4	2	3.9	3	6.7
DfEE recommendations	1	0.8	0	0.0	1	1.9	1	2.2
Lower than DfEE recommendations	0	0.0	2	2.8	0	0.0	0	0.0
National Curriculum level	72	55.0	36	50.7	39	75.0	19	42.2
No response	131	100.0	71	100.0	52	100.0	45	100.0
Total								

Table 4.25

Intermediate level entry requirements and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Entry requirements	36	27.5	18	25.4	10	19.2	10	22.3
Unspecified GCSE results	27	20.6	14	19.6	10	19.2	6	13.3
Lower than DfEE recommendations	16	12.2	13	18.3	9	17.3	5	11.1
None	12	9.1	7	9.9	4	7.7	6	13.3
DfEE recommendations	9	6.9	7	9.9	3	5.8	6	13.3
Higher than DfEE recommendations	9	6.9	3	4.2	3	5.8	0	0.0
Interview/experience	1	0.8	1	1.4	0	0.0	1	2.2
National Curriculum level	21	16.0	8	11.3	13	25.0	11	24.5
No response	131	100.0	71	100.0	52	100.0	45	100.0
Total								

Table 4.26

Advanced level entry requirements and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Entry requirements								
DfEE recommendations	80	61.0	38	53.5	19	36.6	29	64.5
Lower than DfEE recommendations	9	6.9	3	4.2	4	7.7	0	0.0
Unspecified GCSE results	6	4.6	1	1.4	1	1.9	2	4.4
Higher than DfEE recommendations	1	0.8	3	4.2	2	3.8	1	2.2
None	1	0.8	0	0.0	1	1.9	2	4.4
Interview/experience	1	0.8	1	1.4	1	1.9	0	0.0
No response	33	25.1	25	35.3	24	46.2	11	24.5
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 4.27

Reasons for introduction and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Reason for introducing GNVQs								
Improve provision/meet needs	83	41.5	55	49.6	42	58.3	23	30.7
Natural progression to previous courses	33	16.5	21	18.9	10	13.9	11	14.7
Demise of BTEC/other courses	30	15.0	10	9.0	2	2.8	14	18.7
Management decision - had to	22	11.0	7	6.3	4	5.6	12	16.0
Competition	15	7.5	10	9.0	10	13.8	8	10.7
Create/improve work and industry links	17	8.5	8	7.2	4	5.6	7	9.2
Total	200	100.0	111	100.0	72	100.0	75	100.0

Table 4.28

GNVQ experience and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Length of GNVQ experience								
Own approval up to 1 year	28	21.4	22	31.0	15	28.8	6	13.3
Own approval up to 2 years	47	35.9	24	33.8	13	25.0	9	20.0
Own approval 3 years or more	31	23.7	14	19.7	12	23.1	20	44.5
All other approval experience	25	19.0	11	15.5	12	23.1	10	22.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 4.29

Previous vocational experience and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Previous courses								
CPVE	88	23.7	54	33.1	28	28.6	35	20.6
DVE	61	16.4	42	25.8	11	11.2	31	18.2
BTEC First	69	18.6	12	7.4	9	9.2	32	18.8
NVQ	45	12.1	14	8.6	11	11.2	29	17.1
RSA Initial Awards	43	11.6	19	11.6	16	16.3	18	10.6
City & Guilds 365, 778	40	10.8	17	10.4	12	12.3	13	7.6
Other	25	6.8	5	3.1	11	11.2	12	7.1
Total	371	100.0	163	100.0	98	100.0	170	100.0

Table 4.30

Previous vocational experience and different centres

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Centre type						
School	46	82.2	45	83.4	108	65.8
FE College	1	1.8	2	3.7	37	22.6
Sixth Form College	5	8.9	6	11.1	7	4.3
Other Institutions	4	7.1	1	1.8	12	7.3
Total	56	100.0	54	100.0	164	100.0

Table 4.31

Previous vocational experience of centres offering Manufacturing

Previous experience	DVE		CPVE		BTEC		City & Guilds		RSA		NVQ		Other	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Levels and combinations														
Foundation, Intermediate and Advanced	7	13.5	9	17.4	7	13.5	7	13.5	7	13.5	8	15.4	2	3.8
Intermediate and Advanced	5	9.6	5	9.6	3	5.8	1	1.9	2	3.8	5	9.6	0	0.0
Foundation and Intermediate	9	17.3	11	21.2	2	3.8	6	11.5	2	3.8	3	5.8	3	5.8
Intermediate only	7	13.5	10	19.2	7	13.5	6	11.5	4	7.7	5	9.6	1	1.9
Advanced only	1	1.9	1	1.9	1	1.9	1	1.9	0	0.0	1	1.9	0	0.0
Foundation and Advanced	1	1.9	1	1.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Foundation only	4	7.7	5	9.6	2	3.8	1	1.9	0	0.0	2	3.8	1	1.9
No response	18	34.6	10	19.2	30	57.7	30	57.8	37	71.2	28	53.9	45	86.6
Total	52	100	52	100	52	100	52	100	52	100	52	100	52	100

Table 4.32

Previous vocational experience of centres offering Health and Social Care

Previous experience	DVE		CPVE		BTEC		City & Guilds		RSA		NVQ		Other	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Levels and combinations														
Foundation, Intermediate and Advanced	34	14.4	53	22.4	50	21.2	31	13.1	26	11.0	46	19.5	20	8.5
Intermediate and Advanced	35	14.8	43	18.2	19	8.0	16	6.8	21	8.9	19	8.0	7	3.0
Intermediate only	36	15.3	45	19.1	15	6.3	10	4.2	17	7.2	7	3.0	8	3.4
Foundation and Intermediate	22	9.3	30	12.7	9	3.8	15	6.3	10	4.2	8	3.4	6	2.5
Foundation only	6	2.6	5	2.1	4	1.7	1	0.4	3	1.3	3	1.3	2	0.8
Advanced only	4	1.7	4	1.7	2	0.8	3	1.3	5	2.1	4	1.7	0	0.0
No response	99	41.9	56	23.8	137	58.2	160	67.9	154	65.3	149	63.1	193	81.8
Total	236	100	236	100	236	100	236	100	236	100	236	100	236	100

Table 4.33

Previous vocational experience of centres offering Leisure and Tourism

Previous experience	DVE		CPVE		BTEC		City & Guilds		RSA		NVQ		Other	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Levels and combinations														
Foundation, Intermediate and Advanced	29	15.3	38	20.1	33	17.5	19	10.1	16	8.5	31	16.4	14	7.4
Intermediate and Advanced	28	14.8	39	20.6	29	15.3	22	11.6	19	10.0	28	14.8	9	4.8
Intermediate only	30	15.9	38	20.1	17	9.0	10	5.3	14	7.4	11	5.8	9	4.8
Foundation and Intermediate	12	6.3	17	9.0	7	3.7	8	4.2	6	3.2	3	1.6	4	2.1
Foundation only	7	3.7	4	2.1	4	2.1	1	0.5	2	1.0	1	0.5	2	1.0
Advanced only	1	0.5	2	1.0	3	1.6	1	0.5	3	1.6	1	0.5	0	0.0
No response	82	43.5	51	27.1	96	50.8	128	67.8	129	68.3	114	60.4	151	79.9
Total	189	100	189	100	189	100	189	100	189	100	189	100	189	100

Table 4.34

Previous vocational experience of centres offering Art and Design

Previous experience	DVE		CPVE		BTEC		City & Guilds		RSA		NVQ		Other	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Levels and combinations														
Foundation, Intermediate and Advanced	14	10.4	19	14.2	20	14.9	11	8.2	10	7.5	18	13.4	11	8.2
Intermediate and Advanced	19	14.2	27	20.1	24	17.9	16	11.9	12	8.9	23	17.2	7	5.2
Intermediate only	21	15.7	35	26.1	20	14.9	12	9.0	15	11.2	15	11.2	4	3.0
Foundation and Intermediate	9	6.7	8	6.0	3	2.2	3	2.2	4	3.0	4	3.0	3	2.2
Advanced only	6	4.5	9	6.7	6	4.5	3	2.2	3	2.2	4	3.0	2	1.5
Foundation only	4	3.0	3	2.2	4	3.0	3	2.2	1	0.7	2	1.5	1	0.7
No response	61	45.5	33	24.7	57	42.6	86	64.3	89	66.5	68	50.7	106	79.2
Total	134	100	134	100	134	100	134	100	134	100	134	100	134	100

Table 4.35

Previous vocational experience of centres offering Science

Previous experience	DVE		CPVE		BTEC		City & Guilds		RSA		NVQ		Other	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Levels and combinations														
Foundation, Intermediate and Advanced	6	7.4	8	9.8	5	6.2	3	3.7	4	4.9	6	7.4	3	3.7
Intermediate and Advanced	15	18.5	23	28.4	26	32.1	12	14.8	14	17.3	24	29.6	11	13.6
Advanced only	10	12.3	14	17.3	10	12.3	8	9.9	4	4.9	8	9.9	7	8.6
Intermediate only	9	11.1	16	19.8	10	12.3	5	6.2	8	9.9	6	7.4	3	3.7
Foundation and Intermediate	1	1.2	3	3.7	1	1.2	1	1.2	2	2.5	2	2.5	1	1.2
No response	40	49.5	17	21.0	29	35.9	52	64.2	49	60.5	35	43.2	56	69.2
Total	81	100	81	100	81	100	81	100	81	100	81	100	81	100

Table 4.36

Previous vocational experience and Foundation entry requirements

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Entry requirements						
None	6	10.7	13	24.1	44	26.8
Interview/experience	0	0.0	3	5.5	21	12.8
Unspecified GCSE results	3	5.3	4	7.4	15	9.1
Higher than DfEE recommendations	2	3.6	0	0.0	7	4.3
DfEE recommendations	2	3.6	0	0.0	5	3.0
Lower than DfEE recommendations	0	0.0	0	0.0	3	1.8
National Curriculum level	1	1.8	1	1.8	0	0.0
No response	42	75.0	33	61.2	69	42.2
Total	56	100.0	54	100.0	164	100.0

Table 4.37

Previous vocational experience and Intermediate level entry requirements

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Entry requirements						
Unspecified GCSE results	11	19.6	16	29.7	43	26.2
Lower than DfEE recommendations	6	10.7	9	16.7	38	23.2
None	12	21.4	8	14.8	18	11.0
DfEE recommendations	3	5.4	5	9.2	20	12.2
Higher than DfEE recommendations	7	12.5	3	5.5	14	8.5
Interview/experience	2	3.6	6	11.1	7	4.3
National Curriculum level	3	5.4	0	0.0	0	0.0
No response	12	21.4	7	13.0	24	14.6
Total	56	100.0	54	100.0	164	100.0

Table 4.38

Previous vocational experience and Advanced level entry requirements

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Entry requirements						
DfEE recommendations	29	51.8	28	51.9	101	61.6
Lower than DfEE recommendations	4	7.1	1	1.8	10	6.1
Unspecified GCSE results	0	0.0	2	3.7	7	4.3
Higher than DfEE recommendations	1	1.8	1	1.8	4	2.4
None	3	5.3	1	1.8	0	0.0
Interview/experience	1	1.8	2	3.7	0	0.0
No response	18	32.2	19	35.3	42	25.6
Total	56	100.0	54	100.0	164	100.0

Table 4.39

Reasons for introducing GNVQs and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Reason for introducing GNVQs								
Improve provision/meet needs	51	51.0	62	43.7	47	37.6	41	47.1
Natural progression to previous courses	19	19.0	25	17.6	18	14.4	13	14.9
Demise of BTEC/other courses	8	8.0	14	9.9	23	18.4	11	12.6
Management decision - had to	7	7.0	16	11.3	13	10.4	7	8.1
Competition	9	9.0	14	9.9	12	9.6	8	9.2
Create/improve work and industry links	6	6.0	11	7.6	12	9.6	7	8.1
Total	100	100.0	142	100.0	125	100.0	87	100.0

Table 4.40

Entry requirements for Foundation level and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Entry requirements								
None	11	15.5	16	17.2	26	33.8	10	17.3
Interview/experience	5	7.0	10	10.7	7	9.1	3	5.2
Unspecified GCSE results	3	4.2	12	12.9	2	2.6	6	10.3
Higher than DfEE recommendations	2	2.8	2	2.1	4	5.2	1	1.7
DfEE recommendations	1	1.4	2	2.1	3	3.9	2	3.4
Lower than DfEE recommendations	1	1.4	1	1.1	0	0.0	1	1.7
National Curriculum level	0	0.0	0	0.0	1	1.3	1	1.7
No response	48	67.7	50	53.9	34	44.1	34	58.7
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 4.41

Entry requirements for Intermediate level and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Entry requirements								
Unspecified GCSE results	16	22.5	25	26.9	16	20.8	17	29.3
Lower than DfEE recommendations	20	28.2	10	10.7	17	22.1	10	17.2
None	6	8.4	21	22.6	8	10.4	8	13.8
DfEE recommendations	8	11.3	8	8.6	9	11.7	4	6.9
Higher than DfEE recommendations	4	5.6	8	8.6	8	10.4	5	8.6
Interview/experience	3	4.2	6	6.4	2	2.6	4	6.9
National Curriculum level	0	0.0	0	0.0	2	2.6	1	1.7
No response	14	19.8	15	16.2	15	19.4	9	15.6
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 4.42

Entry requirements for Advanced level and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Entry requirements								
DfEE recommendations	37	52.1	51	54.8	44	57.1	34	58.6
Lower than DfEE recommendations	2	2.8	5	5.4	6	7.8	3	5.2
Unspecified GCSE results	3	4.2	4	4.3	3	3.9	0	0.0
Higher than DfEE recommendations	2	2.8	2	2.1	3	3.9	2	3.4
None	1	1.4	3	3.2	0	0.0	0	0.0
Interview/experience	1	1.4	1	1.1	0	0.0	1	1.8
No response	25	35.3	27	29.1	21	27.3	18	31.0
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 4.43

Reasons for introducing major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
Reason for introduction	N	%	N	%	N	%	N	%
Improve provision/meet needs (including offering an alternative route to HE)	177	43.6	155	41.9	122	42.5	86	40.2
Natural progression to previous courses	65	16.0	64	17.3	46	16.0	34	15.8
Demise of BTEC/other courses	54	13.3	49	13.2	43	15.0	32	15.0
Management decision - had to	38	9.4	39	10.5	31	10.8	30	14.0
Competition	40	9.8	32	8.6	25	8.7	16	7.5
Create/improve work and industry links	32	7.9	31	8.5	20	7.0	16	7.5
Total	406	100.0	370	100.0	287	100.0	214	100.0

Table 5.1

Lead-in time in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Lead-in time								
0 - 3 months	17	7.7	5	12.5	2	10.5	4	21.1
4 - 6 months	51	23.1	12	30.0	1	5.3	4	21.1
7 - 10 months	79	35.7	10	25.0	6	31.6	5	26.3
11 months or more	66	29.9	12	30.0	9	47.3	5	26.3
No response	8	3.6	1	2.5	1	5.3	1	5.2
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 5.2

How GNVQ roles were used in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
GNVQ roles								
Centre Co-ordinator & Programme Co-ordinator & Internal verifier & Assessor	88	39.8	2	5.0	4	21.0	5	26.4
Centre Co-ordinator	45	20.4	20	50.0	7	36.9	8	42.1
Centre Co-ordinator & Internal verifier & Assessor	40	18.1	5	12.5	3	15.8	4	21.0
Centre Co-ordinator & Internal verifier	25	11.3	1	2.5	2	10.5	0	0.0
Other combinations	15	6.8	6	15.0	0	0.0	2	10.5
Centre Co-ordinator & Assessor	6	2.8	2	5.0	0	0.0	0	0.0
Programme co-ordinator	1	0.4	1	2.5	2	10.5	0	0.0
Internal verifier	1	0.4	2	5.0	0	0.0	0	0.0
No response	0	0.0	1	2.5	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 5.3

The formality of induction in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Both formal and informal	67	30.3	21	52.5	12	63.2	8	42.1
Formal induction	89	40.3	14	35.0	5	26.3	6	31.6
Informal induction	56	25.3	4	10.0	2	10.5	4	21.0
No induction	9	4.1	1	2.5	0	0.0	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 5.4

Approaches to induction in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Course specific	110	49.8	19	47.5	5	26.3	12	63.2
Both	39	17.6	18	45.0	8	42.1	3	15.8
Whole centre	26	11.8	2	5.0	2	10.5	2	10.5
None	46	20.8	1	2.5	4	21.1	2	10.5
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 5.5

Group and individual approaches in induction in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Combination	89	40.3	13	32.5	9	47.3	8	42.1
Group	78	35.2	19	47.5	4	21.1	6	31.5
None	29	13.1	7	17.5	4	21.1	4	21.1
Individual	24	10.9	1	2.5	2	10.5	1	5.3
Other	1	0.5	0	0.0	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 5.6

The timing of induction in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Rolling	102	46.2	24	60.0	10	52.5	9	47.3
Combination	37	16.7	10	25.0	4	21.1	2	10.5
None	33	14.9	4	10.0	3	15.8	6	31.6
Summer	42	19.0	0	0.0	1	5.3	1	5.3
Autumn	7	3.2	2	5.0	1	5.3	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 5.7

The use of materials in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Materials	129	58.4	18	45.0	9	47.4	10	52.6
No materials	92	41.6	22	55.0	10	52.6	9	47.4
Materials used	221	100.0	40	100.0	19	100.0	19	100.0

Table 5.8

The length of induction in different centres

Type of centre	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Length	20	9.1	0	0.0	0	0.0	0	0.0
None	74	33.5	12	30.0	3	15.8	9	47.4
1 - 5 hours	50	22.6	15	37.5	7	36.8	7	36.8
6 - 12 hours	77	34.8	13	32.5	9	47.4	3	15.8
13 hours or more	221	100.0	40	100.0	19	100.0	19	100.0

Table 5.9

Lead-in time and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Lead-in time	11	8.4	9	12.7	5	9.6	3	6.7
0 - 3 months	28	21.4	16	22.5	14	26.9	10	22.2
4 - 6 months	41	31.3	25	35.2	17	32.7	17	37.8
7 - 10 months	44	33.6	20	28.2	13	25.0	15	33.3
11 months or more	7	5.3	1	1.4	3	5.8	0	0.0
No response	7	5.3	1	1.4	3	5.8	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 5.10

The formality of induction and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Formality of induction	49	37.5	26	36.6	21	40.4	18	40.0
Formal induction	43	32.8	22	31.0	20	38.5	23	51.1
Both formal and informal	37	28.2	19	26.8	6	11.5	4	8.9
Informal induction	2	1.5	4	5.6	5	9.6	0	0.0
No induction	2	1.5	4	5.6	5	9.6	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 5.11

The use of materials and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Materials	68	51.9	40	56.3	34	65.4	24	54.3
No materials	63	48.1	31	43.7	18	34.6	21	46.7
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 5.12

The length of induction and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Length	7	5.3	6	8.4	7	13.4	0	0.0
None	45	34.4	22	31.0	14	26.9	18	40.0
1 - 5 hours	35	26.7	25	35.2	7	13.5	11	24.4
6 - 12 hours	44	33.6	18	25.4	24	46.2	16	35.6
13 hours or more	131	100.0	71	100.0	52	100.0	45	100.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 5.13

Group and individual approaches to induction and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Approach	56	42.7	28	39.4	20	38.5	15	33.3
Combination	45	34.4	22	31.0	19	36.5	21	46.7
Group	22	16.8	8	11.3	7	13.5	7	15.6
None	8	6.1	13	18.3	5	9.6	2	4.4
Individual	0	0.0	0	0.0	1	1.9	0	0.0
Other	131	100.0	71	100.0	52	100.0	45	100.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 5.14

The timing of induction and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Timing	61	46.6	37	52.1	23	44.2	24	53.4
Rolling	18	13.7	14	19.7	11	21.2	10	22.2
Combination	25	19.1	8	11.3	8	15.4	5	11.1
None	22	16.8	9	12.7	8	15.4	5	11.1
Summer	5	3.8	3	4.2	2	3.8	1	2.2
Autumn	131	100.0	71	100.0	52	100.0	45	100.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 5.15

Approaches to induction and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
Approach	N	%	N	%	N	%	N	%
Course specific	63	48.1	37	52.1	23	44.3	23	51.1
Both	32	24.4	14	19.7	8	15.4	14	31.1
None	24	18.3	11	15.5	15	28.8	3	6.7
Whole centre	12	9.2	9	12.7	6	11.5	5	11.1
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 5.16

The formality of induction and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
Formality of induction	N	%	N	%	N	%
Formal induction	25	44.6	15	27.8	67	40.9
Both formal and informal	15	26.8	21	38.9	66	40.2
Informal induction	16	28.6	16	29.6	26	15.9
No induction	0	0.0	2	3.7	5	3.0
Total	56	100.0	54	100.0	164	100.0

Table 5.17

The use of materials and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
Materials	N	%	N	%	N	%
No materials	35	62.5	33	61.1	58	35.4
Materials used	21	37.5	21	38.9	106	64.6
Total	56	100.0	54	100.0	164	100.0

Table 5.18

Group and individual approaches and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
Approach	N	%	N	%	N	%
Combination	23	41.1	25	46.2	62	37.8
Group	16	28.6	19	35.2	67	40.9
None	8	14.2	5	9.3	24	14.6
Individual	9	16.1	5	9.3	11	6.7
Total	56	100.0	54	100.0	164	100.0

Table 5.19

The length of induction and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Length						
None	4	7.2	3	10.2	5	3.0
1 - 5 hours	22	39.3	18	33.3	53	32.3
6 - 12 hours	12	21.4	16	25.0	47	28.7
13 hours or more	18	32.1	17	31.5	59	36.0
Total	56	100.0	54	100.0	164	100.0

Table 5.20

The timing of induction and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Timing						
Rolling	24	42.9	21	38.9	90	54.9
Combination	7	12.5	15	27.8	27	16.5
Summer	11	19.6	12	22.2	18	11.0
None	9	16.1	4	7.4	25	15.2
Autumn	5	8.9	2	3.7	4	2.4
Total	56	100.0	54	100.0	164	100.0

Table 5.21

Lead-in time and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Lead-in time								
0 - 3 months	4	5.6	10	10.8	9	11.7	5	8.6
4 - 6 months	13	18.3	21	22.6	22	28.6	12	20.7
7 - 10 months	26	36.6	30	32.2	26	33.8	18	31.0
11 months or more	25	35.2	30	32.2	18	23.4	19	32.8
No response	3	4.3	2	2.2	2	2.5	4	6.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 5.22

Approaches to induction and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
Approach	N	%	N	%	N	%	N	%
Course specific	32	45.1	46	49.5	40	51.9	28	48.3
Both	15	21.1	21	22.5	20	26.0	12	20.7
None	17	23.9	12	12.9	12	15.6	12	20.7
Whole centre	7	9.9	14	15.1	5	6.5	6	10.3
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 5.23

Group and individual approaches and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
Approach	N	%	N	%	N	%	N	%
Combination	27	38.0	38	40.9	32	41.5	22	37.9
Group	30	42.3	29	31.2	25	32.5	23	39.7
None	8	11.3	15	16.1	12	15.6	9	15.5
Individual	6	8.4	11	11.8	7	9.1	4	6.9
Other	0	0.0	0	0.0	1	1.3	0	0.0
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 5.24

The formality of induction and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
Formality of induction	N	%	N	%	N	%	N	%
Formal induction	30	42.3	40	43.0	27	35.1	17	29.3
Both formal and informal	22	31.0	25	26.9	33	42.8	28	48.3
Informal induction	15	21.1	25	26.9	14	18.2	12	20.7
No induction	4	5.6	3	3.2	3	3.9	1	1.7
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 5.25

The timing of induction and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Timing								
Rolling	34	47.9	44	47.3	37	48.1	30	51.7
Combination	14	19.7	14	15.0	19	24.6	6	10.3
None	10	14.1	17	18.3	12	15.6	7	12.1
Summer	12	16.9	12	12.9	6	7.8	14	24.2
Autumn	1	1.4	6	6.5	3	3.9	1	1.7
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 5.26

The use of materials and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Materials								
No materials	43	60.6	45	48.4	37	48.1	41	70.7
Materials used	28	39.4	48	51.6	40	51.9	17	29.3
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 5.27

The length of induction and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Length								
None	0	0.0	9	9.6	5	6.4	5	8.7
1 - 5 hours	24	33.8	26	28.0	27	35.1	22	37.9
6 - 12 hours	18	25.4	30	32.3	22	28.6	9	15.5
13 hours or more	29	40.8	28	30.1	23	29.9	22	37.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 5.28

Lead-in time and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Lead-in time								
0 - 3 months	21	8.0	21	8.9	14	7.4	13	9.7
4 - 6 months	56	21.5	60	25.4	50	26.5	27	20.1
7 - 10 months	98	37.4	80	33.9	58	30.7	49	36.6
11 months or more	78	29.8	69	29.2	62	32.8	43	32.1
No response	9	3.3	6	2.6	5	2.6	2	1.5
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 5.29

Lead-in time and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Lead-in time						
0 - 3 months	6	11.5	8	17.4	3	7.7
4 - 6 months	10	19.2	13	28.3	13	33.3
7 - 10 months	14	26.9	13	28.3	12	30.8
11 months or more	19	36.6	11	23.9	10	25.6
No response	3	5.8	1	2.1	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 5.30

Approaches to induction and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Approach								
Course specific	128	48.9	110	46.6	76	40.2	66	49.3
Both	66	25.2	62	26.2	58	30.7	41	30.6
None	41	15.6	36	15.3	28	14.8	13	9.7
Whole centre	27	10.3	28	11.9	27	14.3	14	10.4
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 5.31

Approaches to induction and minor league GNVQs

Vocational area	Science		Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%	N	%
Approach								
Course specific	40	49.4	26	50.0	22	47.8	14	35.9
Both	32	39.5	15	28.9	20	43.5	18	46.1
Whole centre	4	4.9	6	11.5	4	8.7	4	10.3
None	5	6.2	5	9.6	0	0.0	3	7.7
Total	81	100.0	52	100.0	46	100.0	39	100.0

Table 5.32

The timing of induction and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Timing								
Rolling	127	48.4	120	50.8	95	50.3	67	50.0
Combination	46	17.7	44	18.7	31	16.3	23	17.2
Summer	38	14.5	34	14.4	34	18.0	17	12.7
None	41	15.6	30	12.7	23	12.2	22	16.4
Autumn	10	3.8	8	3.4	6	3.2	5	3.7
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 5.33

The timing of induction and minor league GNVQs

Vocational area	Science		Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%	N	%
Timing								
Rolling	46	56.8	27	51.9	29	63.0	21	53.8
Combination	18	22.2	7	13.5	9	19.6	7	17.9
None	7	8.6	8	15.4	6	13.0	6	15.4
Summer	7	8.6	8	15.4	1	2.2	4	10.3
Autumn	3	3.8	2	3.8	1	2.2	1	2.6
Total	81	100.0	52	100.0	46	100.0	39	100.0

Table 5.34

Group and individual approaches to induction and minor league GNVQs

Vocational area	Science		Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%	N	%
Approach								
Combination	33	40.7	17	32.7	21	45.7	12	30.8
Group	28	34.6	21	40.4	15	32.6	17	43.6
None	13	16.0	6	11.5	9	19.6	10	25.6
Individual	7	8.6	8	15.4	1	2.2	0	0.0
Other	0.0	0.0	0	0.0	0	0.0	0	0.0
Total	81	100.0	52	100.0	46	100.0	39	100.0

Table 5.35

Group and individual approaches to induction and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Approach								
Combination	105	40.1	98	41.5	79	41.8	51	38.1
Group	94	35.9	87	36.9	71	37.6	46	34.3
None	37	14.1	29	12.3	23	12.2	22	16.4
Individual	25	9.5	22	9.3	16	8.5	15	11.2
Other	1	0.4	0	0.0	0	0.0	0	0.0
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 5.36

The length of induction and minor league GNVQs

Vocational area	Science		Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%	N	%
None	4	5.0	2	3.8	3	6.5	5	13.1
1 - 5 hours	23	28.4	24	46.2	20	43.5	14	35.6
6 - 12 hours	24	29.6	15	28.8	9	19.6	11	28.2
13 hours or more	30	37.0	11	21.2	14	30.4	9	23.1
Total	81	100.0	52	100.0	46	100.0	39	100.0

Table 5.37

The length of induction and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
None	14	5.3	8	3.4	8	4.3	4	2.9
1 - 5 hours	87	33.2	82	34.7	66	34.9	41	30.6
6 - 12 hours	70	26.7	60	25.4	49	25.9	38	28.4
13 hours or more	91	34.8	86	36.5	66	34.9	51	38.1
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 5.38

The use of materials in inductions and minor league GNVQs

Vocational area	Science		Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%	N	%
No materials	37	45.7	27	51.9	20	43.5	22	56.4
Materials used	44	54.3	25	48.1	26	56.5	17	43.6
Total	81	100.0	52	100.0	46	100.0	39	100.0

Table 5.39

The use of materials in inductions and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
No materials	140	53.4	129	54.7	94	49.7	72	53.7
Materials used	121	46.2	106	44.9	95	50.3	62	46.3
No response	1	0.4	1	0.4	0	0.0	0	0.0
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 5.40

The formality of induction and minor league GNVQs

Vocational area	Science		Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%	N	%
Both formal and informal	45	55.6	17	32.7	22	47.8	17	43.5
Formal induction	26	32.1	22	42.3	18	39.1	12	30.8
Informal induction	9	11.1	13	25.0	6	13.1	9	23.1
No induction	1	1.2	0	0.0	0	0.0	1	2.6
Total	81	100.0	52	100.0	46	100.0	39	100.0

Table 5.41

The formality of induction and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Both formal and informal	97	37.0	90	38.2	72	38.1	57	42.5
Formal induction	103	39.3	89	37.7	77	40.7	47	35.1
Informal induction	53	20.3	52	22.0	37	19.6	28	20.9
No induction	9	3.4	5	2.1	3	1.6	2	1.5
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 5.42

Lead-in time and the use of consistent entry requirements

Use of entry requirements	Requirements are the same for all vocational areas at the same level		Entry requirements differ between vocational areas at the same level	
	N	%	N	%
Lead-in time				
0 - 3 months	18	8.2	5	13.9
4 - 6 months	53	24.0	10	27.8
7 - 10 months	77	34.8	12	33.3
11 months or more	73	33.0	9	25.0
Total	221	100.0	36	100.0

Table 5.43

The formality of induction and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Formality of induction								
Both formal and informal	9	32.1	24	35.3	34	34.0	37	40.2
Formal induction	7	25.0	26	38.2	45	45.0	35	38.0
Informal induction	10	35.7	15	22.1	18	18.0	19	20.7
No induction	2	7.2	3	4.4	3	3.0	1	1.1
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 5.44

Approaches to induction and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Approach	N	%	N	%	N	%	N	%
Course specific	11	39.3	35	51.5	53	53.0	44	47.8
Both	4	14.3	18	26.5	20	20.0	25	27.2
None	8	28.6	9	13.2	17	17.0	14	15.2
Whole centre	5	17.8	6	8.8	10	10.0	9	9.8
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 5.45

The length of induction and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Length	N	%	N	%	N	%	N	%
None	0	0.0	1	1.5	8	8.0	6	6.6
1 - 5 hours	13	46.4	30	44.1	31	31.0	21	22.8
6 - 12 hours	9	32.1	11	16.2	29	29.0	27	29.3
13 hours or more	6	21.5	26	38.2	32	32.0	38	41.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 5.46

Group and individual approaches and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Approach	N	%	N	%	N	%	N	%
Combination	13	46.4	25	36.7	37	37.0	44	47.8
Group	5	17.9	30	44.1	40	40.0	29	31.5
None	6	21.4	8	11.8	15	15.0	9	9.8
Individual	4	14.3	5	7.4	8	8.0	9	9.8
Other	0	0.0	0	0.0	0	0.0	1	1.1
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 5.47

The use of materials and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Materials	N	%	N	%	N	%	N	%
No materials	17	60.7	33	48.5	59	59.0	48	52.2
Materials used	11	39.3	35	51.5	41	41.0	44	47.8
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 5.48

The timing of induction and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Timing	N	%	N	%	N	%	N	%
Rolling	14	50.0	29	42.6	51	51.0	48	52.2
Combination	7	25.0	15	22.1	16	16.0	13	14.1
None	4	14.3	11	16.2	12	12.0	15	16.3
Summer	2	7.1	12	17.6	15	15.0	13	14.1
Autumn	1	3.6	1	1.5	6	6.0	3	3.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.1

Inductions offered in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Type of induction	N	%	N	%	N	%	N	%
GNVQ only	58	26.2	4	10.0	0	0.0	4	21.0
Separate GNVQ & General	44	19.9	13	32.5	3	15.8	5	26.3
Separate GNVQ, General, and Other courses with some combined elements	20	9.1	8	20.0	7	36.8	1	5.3
Combined	18	8.2	11	27.5	1	5.3	3	15.8
None	8	3.6	0	0.0	0	0.0	0	0.0
All others	73	33.0	3	7.5	8	42.1	6	31.6
No response	0	0.0	1	2.5	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.2

Admission in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Admission time	N	%	N	%	N	%	N	%
August / September	209	91.3	33	68.7	19	90.5	16	64.0
Rolling	20	8.7	15	31.3	2	9.5	9	36.0
Total	229	100.0	48	100.0	21	100.0	25	100.0

Table 6.3

Timing of induction in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Timing of Induction	N	%	N	%	N	%	N	%
Before the start of the academic year	74	26.8	11	20.0	6	24.0	4	18.2
At the start of the academic year	195	70.7	36	65.5	18	72.0	15	68.2
Termly	7	2.5	8	14.5	1	4.0	3	13.6
Total	276	100.0	55	100.0	25	100.0	22	100.0

Table 6.4

Management of induction in different centres – the basis for induction

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Course specific	152	43.5	35	45.4	13	32.5	14	43.8
Department based	99	28.4	25	32.5	15	37.5	9	28.1
Whole centre	98	28.1	17	22.1	12	30.0	9	28.1
Total	349	100.0	77	100.0	40	100.0	32	100.0

Table 6.5

Management of induction in different centres – the structure

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Group	145	72.9	29	69.0	14	63.6	14	70.0
Individual	52	26.1	12	28.6	8	36.4	4	20.0
Other	2	1.0	1	2.4	0	0.0	2	10.0
Total	199	100.0	42	100.0	22	100.0	20	100.0

Table 6.6

Length of GNVQ induction in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Length of GNVQ induction								
1 - 5 days	105	47.5	21	52.5	5	26.3	7	36.8
6 - 10 days	55	24.9	7	17.5	6	31.6	5	26.3
11 - 15 days	22	10.0	7	17.5	3	15.8	3	15.8
16 - 20 days	9	4.1	0	0.0	2	10.5	0	0.0
21 days or more	21	9.5	4	10.0	3	15.8	3	15.8
No response	9	4.0	1	2.5	0	0.0	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.7

Introducing action planning in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Action planning								
Highly or very highly likely to be included	194	87.8	39	97.5	18	94.7	18	94.7
Not a priority or unlikely to be included	15	6.8	1	2.5	1	5.3	1	5.3
No response	12	5.4	0	0.0	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.8

Introducing key skills in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Key skills	189	85.5	37	92.5	17	89.4	17	89.5
Highly or very highly likely to be included								
Not a priority or unlikely to be included	23	10.4	3	7.5	1	5.3	2	10.5
No response	9	4.1	0	0.0	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.9

Introducing grading in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Grading	166	75.1	30	75.0	12	63.2	14	73.7
Highly or very highly likely to be included								
Not a priority or unlikely to be included	46	20.8	9	22.5	7	36.8	5	26.3
No response	9	4.1	1	2.5	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.10

Introducing study skills in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Study skills	151	68.3	35	87.5	16	84.2	14	73.7
Highly or very highly likely to be included								
Not a priority or unlikely to be included	57	25.8	3	7.5	3	15.8	5	26.3
No response	13	5.9	2	5.0	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.11

Introducing trips and visits in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Trips and visits								
Highly or very highly likely to be included	104	47.1	16	40.0	9	47.4	9	47.4
Not a priority or unlikely to be included	103	46.6	23	57.5	9	47.4	9	47.4
No response	14	6.3	1	2.5	1	5.2	1	5.2
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.12

Introducing terms and language in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Terms and language								
Highly or very highly likely to be included	198	89.6	36	90.0	18	94.7	18	94.7
Not a priority or unlikely to be included	14	6.3	3	7.5	0	0.0	1	5.3
No response	9	4.1	1	2.5	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.13

Introducing taster activities in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Taster activities								
Highly or very highly likely to be included	126	57.0	23	57.5	15	78.9	14	73.7
Not a priority or unlikely to be included	81	36.7	16	40.0	3	15.8	4	21.0
No response	14	6.3	1	2.5	1	5.3	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.14

Ease of introducing action planning in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Action planning								
Easy or very easy to achieve	108	48.9	17	42.5	10	52.6	12	63.1
Difficult or very difficult to achieve	89	40.3	18	45.0	8	42.1	4	21.1
No response	24	10.8	5	12.5	1	5.3	3	5.8
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.15

Ease of introducing terms and language in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Terms and language								
Easy or very easy to achieve	98	44.3	18	45.0	12	63.2	12	63.2
Difficult or very difficult to achieve	102	46.2	18	45.0	5	26.3	5	26.3
No response	21	9.5	4	10.0	2	10.5	2	10.5
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.16

Ease of introducing key skills in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Key skills								
Easy or very easy to achieve	114	51.6	21	52.5	10	52.6	13	68.4
Difficult or very difficult to achieve	81	36.7	15	37.5	6	31.6	5	26.3
No response	26	11.7	4	21.0	3	15.8	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.17

Ease of introducing grading in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Grading								
Easy or very easy to achieve	67	30.3	14	35.0	8	42.1	8	42.1
Difficult or very difficult to achieve	119	53.9	21	52.5	9	47.4	9	47.4
No response	35	15.8	5	12.5	2	10.5	2	10.5
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.18

Ease of introducing study skills in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Easy or very easy to achieve	108	48.8	19	47.5	15	78.9	10	52.6
Difficult or very difficult to achieve	68	30.8	15	37.5	3	15.8	6	31.6
No response	45	20.4	6	15.0	1	5.3	3	15.8
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.19

Ease of introducing taster activities in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Easy or very easy to achieve	130	58.8	23	57.5	13	68.4	11	58.0
Difficult or very difficult to achieve	35	15.8	9	22.5	3	15.8	4	21.0
No response	56	25.4	8	20.0	3	15.8	4	21.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.20

Ease of introducing trips and visits in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Easy or very easy to achieve	100	45.2	18	45.0	10	52.6	7	36.8
Difficult or very difficult to achieve	53	24.0	5	12.5	4	21.1	4	21.1
No response	68	30.8	17	42.5	5	26.3	8	42.1
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.21

Introducing assignments for the portfolio in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Portfolio assignments	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	174	78.7	32	80.0	13	68.4	17	89.5
Not a priority or unlikely to be included	35	15.9	8	20.0	6	31.6	2	20.5
No response	12	5.4	0	0.0	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.22

Introducing practice assignments in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Practice assignments	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	148	67.0	27	67.5	14	73.7	13	68.4
Not a priority or unlikely to be included	62	28.0	12	30.0	4	21.0	6	31.6
No response	11	5.0	1	2.5	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.23

Introducing APL in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
APL	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	94	42.5	25	62.5	9	47.4	6	31.6
Not a priority or unlikely to be included	113	51.1	14	35.0	10	52.6	13	68.4
No response	14	6.4	1	2.5	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.24

Introducing diagnostic assessment in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Diagnostic assessment								
Highly or very highly likely to be included	70	31.7	36	90.0	12	63.1	13	68.4
Not a priority or unlikely to be included	135	61.1	3	7.5	6	31.6	5	26.3
No response	16	7.2	1	2.5	1	5.3	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.25

Ease of introducing assignments for the portfolio in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Portfolio assignments								
Easy or very easy to achieve	108	48.9	17	42.5	6	31.6	11	57.9
Difficult or very difficult to achieve	78	35.3	18	45.0	8	42.1	6	31.6
No response	35	15.8	5	12.5	5	26.3	2	10.5
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.26

Ease of introducing diagnostic assessment in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Diagnostic assessment								
Easy or very easy to achieve	55	24.9	26	65.0	8	42.1	12	63.1
Difficult or very difficult to achieve	80	36.2	9	22.5	7	36.8	3	15.8
No response	86	38.9	5	12.5	4	21.1	4	21.1
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.27

Ease of introducing APL in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
APL								
Easy or very easy to achieve	62	28.0	10	25.0	3	15.8	5	26.4
Difficult or very difficult to achieve	81	36.7	23	57.5	13	68.4	7	36.8
No response	78	35.3	7	17.5	3	15.8	7	36.8
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.28

Advice and guidance on programmes and routes in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Advice on routes								
Highly or very highly likely to be included	178	80.6	35	87.5	15	78.9	16	84.2
Not a priority or unlikely to be included	29	13.1	4	10.0	3	15.8	3	15.8
No response	14	6.3	1	2.5	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.29

Initial advice in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Initial advice								
Highly or very highly likely to be included	181	81.9	27	67.5	14	73.7	13	68.4
Not a priority or unlikely to be included	30	13.6	12	30.0	4	21.0	5	26.3
No response	10	4.5	1	2.5	1	5.3	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.30

Introducing all of the courses in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Introducing all courses								
Highly or very highly likely to be included	135	61.1	18	45.0	12	63.2	8	42.1
Not a priority or unlikely to be included	68	30.8	22	55.0	6	31.5	11	57.9
No response	18	8.1	0	0.0	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.31

Ease of introducing advice and guidance on programmes and routes in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Advice on routes								
Easy or very easy to achieve	163	73.8	30	75.0	16	84.2	14	73.7
Difficult or very difficult to achieve	26	11.8	4	10.0	1	5.3	2	10.5
No response	32	14.4	6	15.0	2	10.5	3	15.8
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.32

Ease of introducing initial advice in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Initial advice								
Easy or very easy to achieve	169	76.5	25	62.5	16	84.2	13	68.4
Difficult or very difficult to achieve	17	7.7	4	10.0	0	0.0	1	5.3
No response	35	15.8	11	27.5	3	15.8	5	26.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.33

Ease of introducing all of the courses in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Introducing all courses								
Easy or very easy to achieve	135	61.1	17	42.5	11	57.9	8	42.1
Difficult or very difficult to achieve	20	9.0	9	22.5	2	10.5	3	15.8
No response	66	29.9	14	35.0	6	31.6	8	42.1
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.34

Course selection in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Course selection								
Highly or very highly likely to be included	176	79.6	32	80.0	18	94.7	16	84.2
Not a priority or unlikely to be included	28	12.7	7	17.5	1	5.3	2	10.5
No response	17	7.7	1	2.5	0	0.0	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.35

Introducing the initial interviews in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Initial interviews								
Highly or very highly likely to be included	166	75.1	29	72.5	15	78.9	11	57.9
Not a priority or unlikely to be included	43	19.5	9	22.5	3	15.8	8	42.1
No response	12	5.4	2	5.0	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.36

Selecting the vocational area in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Selecting the vocational area	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	108	48.9	15	37.5	14	73.6	11	57.9
Not a priority or unlikely to be included	39	17.6	14	35.0	4	21.1	7	36.8
No response	74	33.5	11	27.5	1	5.3	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.37

Selecting the level of GNVQ in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Selecting the level	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	125	56.6	28	70.0	10	52.6	12	63.2
Not a priority or unlikely to be included	80	36.2	10	25.0	8	42.1	7	36.8
No response	16	7.2	2	5.0	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.38

Selecting additional courses in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Selecting additional courses	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	119	53.8	29	47.5	15	78.9	9	47.4
Not a priority or unlikely to be included	85	38.5	11	27.5	3	15.8	9	47.4
No response	17	7.7	0	0.0	1	5.3	1	5.2
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.39

Selecting optional units in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Selecting optional units								
Highly or very highly likely to be included	40	18.1	29	72.5	8	42.1	8	42.1
Not a priority or unlikely to be included	164	74.2	11	27.5	10	52.6	10	52.6
No response	17	7.7	0	0.0	1	5.3	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.40

Ease of introducing course selection in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Course selection								
Easy or very easy to achieve	151	68.3	24	60.0	16	84.2	11	57.9
Difficult or very difficult to achieve	22	10.0	7	17.5	0	0.0	3	15.8
No response	48	21.7	9	22.5	3	15.8	5	26.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.41

Ease of introducing initial interviews in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Initial interviews								
Easy or very easy to achieve	159	71.9	25	62.5	14	73.7	10	52.6
Difficult or very difficult to achieve	18	8.2	4	10.0	1	5.3	1	5.3
No response	44	19.9	11	27.5	4	21.0	8	42.1
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.42

Ease of introducing the selection of the vocational area in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Selection of the vocational area								
Easy or very easy to achieve	148	67.0	22	55.0	10	52.6	9	47.4
Difficult or very difficult to achieve	23	10.4	6	15.0	3	15.8	3	15.8
No response	50	22.6	12	30.0	6	31.6	7	36.8
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.43

Ease of introducing the selection of the level of GNVQ in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Selection of the level								
Easy or very easy to achieve	139	62.9	26	65.0	10	52.6	12	63.1
Difficult or very difficult to achieve	27	12.2	6	15.0	2	10.6	2	10.6
No response	55	24.9	8	20.0	7	36.8	5	26.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.44

Ease of introducing the selection of additional courses in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Selection of additional courses								
Easy or very easy to achieve	110	49.8	21	52.5	11	57.9	9	47.4
Difficult or very difficult to achieve	35	15.8	9	22.5	3	15.8	4	21.0
No response	76	34.4	10	25.0	5	26.3	6	31.6
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.45

Ease of introducing the selection of optional units in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Selection of optional units								
Easy or very easy to achieve	55	24.9	24	60.0	4	21.0	6	31.6
Difficult or very difficult to achieve	26	11.8	7	17.5	4	21.0	6	31.6
No response	140	63.3	9	22.5	11	58.0	7	36.8
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.46

Inductions offered and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Type of induction								
GNVQ only	25	19.1	18	25.4	13	25.0	10	22.2
Separate GNVQ & General	37	28.2	10	14.1	5	9.6	13	28.9
Separate GNVQ, General, and Other courses with some combined elements	15	11.5	12	16.9	4	7.7	5	11.1
Combined	18	13.7	5	7.0	5	9.6	5	11.1
None	4	3.0	3	4.2	1	1.9	0	0.0
All others	31	23.7	23	32.4	24	46.2	12	26.7
No response	1	0.8	0	0.0	0	0.0	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.47

Timing of induction and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Timing of induction								
At the start of the programmes	113	68.9	61	67.8	48	69.6	42	76.4
Before the start of the programmes	41	25.0	24	26.7	20	29.0	10	18.2
Termly	10	6.1	5	5.5	1	1.4	3	5.4
Total	164	100.0	90	100.0	69	100.0	55	100.0

Table 6.48

Formality of induction and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
Formality	N	%	N	%	N	%	N	%
Formal induction	114	69.1	56	66.7	38	73.1	40	80.0
Informal induction	51	30.9	28	33.3	14	26.9	10	20.0
Total	165	100.0	84	100.0	52	100.0	50	100.0

Table 6.49

Management of induction and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
Management approach	N	%	N	%	N	%	N	%
Course specific	99	42.9	49	45.0	32	38.1	34	45.9
Department based	68	29.4	31	28.4	28	33.3	21	28.4
Whole centre	64	27.7	29	26.6	24	28.6	19	25.7
Total	231	100.0	109	100.0	84	100.0	74	100.0

Table 6.50

Group and individual approaches and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
Management approach	N	%	N	%	N	%	N	%
Group	88	67.2	53	74.6	33	63.5	28	62.2
Individual	37	28.2	14	19.7	16	30.8	9	20.0
Other	1	0.8	0	0.0	3	5.7	1	2.2
No response	5	3.8	4	5.7	0	0.0	7	15.6
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.51

Length of induction and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
Length of GNVQ induction	N	%	N	%	N	%	N	%
1 - 5 days	63	48.1	30	42.3	22	42.3	23	51.2
6 - 10 days	33	25.2	20	28.2	14	26.9	6	13.3
11 - 15 days	20	15.3	3	4.2	3	5.8	9	20.0
16 - 20 days	5	3.8	3	4.2	3	5.8	0	0.0
21 days or more	7	5.3	11	15.5	7	13.4	6	13.3
No response	3	2.3	4	5.6	3	5.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.52

Introducing action planning and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	117	89.3	60	84.5	48	92.3	44	97.8
Not a priority or unlikely to be included	5	3.8	6	8.5	1	1.9	0	0.0
No response	9	6.9	5	7.0	3	5.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.53

Introducing terms and language and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	115	87.8	66	93.0	45	86.5	44	97.8
Not a priority or unlikely to be included	11	8.4	2	2.8	4	7.7	1	2.2
No response	5	3.8	3	4.2	3	5.8	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.54

Introducing key skills and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	114	87.0	60	84.5	43	82.7	43	95.6
Not a priority or unlikely to be included	14	10.7	8	11.3	5	9.6	2	4.4
No response	3	2.3	3	4.2	4	7.7	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.55

Introducing grading and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Grading								
Highly or very highly likely to be included	100	76.3	47	66.2	37	71.1	38	84.4
Not a priority or unlikely to be included	27	20.6	21	29.6	12	23.1	7	15.6
No response	4	3.1	3	4.2	3	5.8	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.56

Introducing study skills and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Study skills								
Highly or very highly likely to be included	97	74.0	44	62.0	35	67.3	40	88.9
Not a priority or unlikely to be included	28	21.4	21	29.6	14	26.9	5	11.1
No response	6	4.6	6	8.4	3	5.8	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.57

Introducing taster activities and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Taster activities								
Highly or very highly likely to be included	76	58.0	39	54.9	32	61.5	31	68.9
Not a priority or unlikely to be included	48	36.6	27	38.0	16	30.9	13	28.9
No response	7	5.4	5	7.1	4	7.6	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.58

Ease of introducing action planning and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Action planning								
Easy or very easy to achieve	66	50.4	33	46.5	20	38.5	28	62.2
Difficult or very difficult to achieve	47	35.9	32	45.1	27	51.9	13	28.9
No response	18	13.7	6	8.4	5	9.6	4	8.9
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.59

Ease of introducing terms and language and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Terms and language								
Easy or very easy to achieve	64	48.8	36	50.7	17	32.7	23	51.1
Difficult or very difficult to achieve	50	38.2	30	42.3	31	59.6	19	42.2
No response	17	13.0	5	7.0	4	7.7	3	6.7
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.60

Ease of introducing key skills and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Key skills								
Easy or very easy to achieve	64	48.8	37	52.1	27	51.9	30	66.7
Difficult or very difficult to achieve	45	34.4	29	40.8	21	40.4	12	26.7
No response	22	16.8	5	7.1	4	7.7	3	6.6
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.61

Ease of introducing grading and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Grading								
Easy or very easy to achieve	46	35.1	22	31.0	12	23.1	17	37.8
Difficult or very difficult to achieve	65	49.6	35	49.3	34	65.4	24	53.3
No response	20	15.3	14	19.7	6	11.5	4	8.9
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.62

Ease of introducing study skills and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Study skills								
Easy or very easy to achieve	66	50.4	28	39.4	26	50.0	32	71.1
Difficult or very difficult to achieve	39	29.8	27	38.0	17	32.7	9	20.0
No response	26	19.8	16	22.6	9	17.3	4	8.9
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.63

Ease of introducing taster activities and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Taster activities								
Easy or very easy to achieve	73	55.7	42	59.1	31	59.6	31	69.0
Difficult or very difficult to achieve	24	18.3	11	15.5	9	17.3	7	15.5
No response	34	26.0	18	25.4	12	23.1	7	15.5
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.64

Introducing trips and visits and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Trips and visits								
Highly or very highly likely to be included	62	47.3	28	39.4	29	55.8	19	42.2
Not a priority or unlikely to be included	61	46.6	38	53.5	19	36.5	26	57.8
No response	8	6.1	5	7.1	4	7.7	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.65

Ease of introducing trips and visits and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Trips and visits								
Easy or very easy to achieve	64	48.9	25	35.2	25	48.1	21	46.7
Difficult or very difficult to achieve	30	22.9	16	22.5	12	23.1	8	17.8
No response	37	28.2	30	42.3	15	28.8	16	35.5
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.66

Introducing practice assignments and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Practice assignments								
Highly or very highly likely to be included	90	68.7	48	67.6	32	61.5	32	71.1
Not a priority or unlikely to be included	36	27.5	18	25.4	17	32.7	13	28.9
No response	5	3.8	5	7.0	3	5.8	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.67

Introducing APL and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
APL								
Highly or very highly likely to be included	55	42.0	28	39.4	24	46.1	27	60.0
Not a priority or unlikely to be included	70	53.4	38	53.5	24	46.1	18	40.0
No response	6	4.6	5	7.1	4	7.8	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.68

Introducing diagnostic assessment and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
Diagnostic assessment	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	60	45.8	28	39.4	13	25.0	30	66.7
Not a priority or unlikely to be included	65	49.6	37	52.1	33	63.5	14	31.1
No response	6	4.6	6	8.5	6	11.5	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.69

Introducing assignments for the portfolio and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
Portfolio assignments	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	103	78.6	57	80.3	40	76.9	36	80.0
Not a priority or unlikely to be included	25	19.1	9	12.7	8	15.4	9	20.0
No response	3	2.3	5	7.0	4	7.7	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.70

Ease of introducing assignments for the portfolio and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
Portfolio assignments	N	%	N	%	N	%	N	%
Easy or very easy to achieve	66	50.4	33	46.5	20	38.5	23	51.1
Difficult or very difficult to achieve	42	32.1	29	40.8	24	46.2	15	33.3
No response	23	17.5	9	12.7	8	15.3	7	15.6
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.71

Ease of introducing diagnostic assessment and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Diagnostic assessment								
Easy or very easy to achieve	48	36.6	20	28.2	9	17.3	24	53.3
Difficult or very difficult to achieve	38	29.0	21	29.6	26	50.0	14	31.1
No response	45	34.4	30	42.2	17	32.7	7	15.6
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.72

Ease of introducing practice assignments and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Practice assignments								
Easy or very easy to achieve	94	71.7	46	64.8	27	51.9	28	62.2
Difficult or very difficult to achieve	9	6.9	12	16.9	11	21.2	10	22.2
No response	28	21.4	13	18.3	14	26.9	7	15.6
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.73

Ease of introducing APL and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
APL								
Easy or very easy to achieve	36	27.5	18	25.4	14	26.9	12	26.6
Difficult or very difficult to achieve	52	39.7	25	35.2	22	42.3	25	55.6
No response	43	32.8	28	39.4	16	30.8	8	17.8
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.74

Initial advice and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Initial advice								
Highly or very highly likely to be included	101	77.1	58	81.7	42	80.8	34	75.6
Not a priority or unlikely to be included	26	19.8	9	12.7	6	11.5	10	22.2
No response	4	3.1	4	5.6	4	7.7	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.75

Introducing all of the courses and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Introducing all courses								
Highly or very highly likely to be included	79	60.3	47	66.2	30	57.7	17	37.8
Not a priority or unlikely to be included	45	34.4	19	26.8	15	28.8	28	62.2
No response	7	5.3	5	7.0	7	13.5	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.76

Ease of introducing initial advice and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Initial advice								
Easy or very easy to achieve	97	74.0	51	71.8	41	78.8	34	75.5
Difficult or very difficult to achieve	8	6.1	8	11.3	3	5.8	3	6.7
No response	26	19.9	12	16.9	8	15.4	8	17.8
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.77

Advice and guidance on programmes and routes and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Advice on routes								
Highly or very highly likely to be included	108	82.4	53	74.6	42	80.8	41	91.1
Not a priority or unlikely to be included	16	12.2	13	18.3	6	11.5	4	8.9
No response	7	5.4	5	7.1	4	7.7	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.78

Selecting the level of GNVQ and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Selecting the level								
Highly or very highly likely to be included	74	56.5	43	60.6	29	55.8	29	64.4
Not a priority or unlikely to be included	48	36.6	24	33.8	17	32.7	16	35.6
No response	9	6.9	4	5.6	6	11.5	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.79

Selecting additional courses and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Selecting additional courses								
Highly or very highly likely to be included	74	56.5	43	60.6	25	48.1	30	66.7
Not a priority or unlikely to be included	50	38.2	23	32.4	21	40.4	14	31.1
No response	7	5.3	5	7.0	6	11.5	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.80

Selecting optional units and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Selecting optional units								
Highly or very highly likely to be included	42	32.1	12	16.9	15	28.8	16	35.6
Not a priority or unlikely to be included	82	62.6	54	76.1	31	59.7	28	62.2
No response	7	5.3	5	7.0	6	11.5	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.81

Ease of introducing the selection of additional courses and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Selection of additional courses								
Easy or very easy to achieve	65	49.6	36	50.7	26	50.0	24	53.3
Difficult or very difficult to achieve	20	15.3	16	22.5	8	15.4	7	15.6
No response	46	35.1	19	26.8	18	34.6	14	31.1
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.82

Ease of introducing the selection of optional units and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Selection of optional units								
Easy or very easy to achieve	45	34.4	17	23.9	11	21.2	16	35.5
Difficult or very difficult to achieve	18	13.7	4	5.7	13	25.0	8	17.8
No response	68	51.9	50	70.4	28	53.8	21	46.7
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.83

Ease of introducing course selection and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Course selection								
Easy or very easy to achieve	86	65.6	51	71.8	37	71.2	28	62.2
Difficult or very difficult to achieve	12	9.2	6	8.5	6	11.5	8	17.8
No response	33	25.2	14	19.7	9	17.3	9	20.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.84

Ease of introducing the selection of the vocational area and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Selection of the vocational area								
Easy or very easy to achieve	80	61.1	47	66.2	35	67.3	27	60.0
Difficult or very difficult to achieve	16	12.2	7	9.9	6	11.5	6	13.3
No response	35	26.7	17	23.9	11	21.2	12	26.7
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.85

Ease of introducing the selection of the level of GNVQ and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Selection of the level								
Easy or very easy to achieve	84	64.1	44	62.0	33	63.5	26	57.8
Difficult or very difficult to achieve	12	9.2	9	12.7	6	11.5	10	22.2
No response	35	26.7	18	25.3	13	25.0	9	20.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.86

Course selection and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	108	82.4	59	83.1	40	77.0	35	77.8
Not a priority or unlikely to be included	17	13.0	8	11.3	6	11.5	7	15.6
No response	6	4.6	4	5.6	6	11.5	3	6.6
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.87

Selecting the vocational area and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Selecting the vocational area								
Highly or very highly likely to be included	99	75.6	53	74.6	39	75.0	26	57.8
Not a priority or unlikely to be included	27	20.6	13	18.3	7	13.5	17	37.8
No response	5	3.8	5	7.1	6	11.5	2	4.4
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.88

Inductions offered and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Type of induction								
GNVQ only	17	23.9	22	23.7	14	18.2	12	20.7
Separate GNVQ & General	15	21.1	19	20.4	22	28.6	9	15.5
Separate GNVQ, General, and Other courses with some combined elements	5	7.0	14	15.0	9	11.7	8	13.8
Combined	5	7.0	8	8.6	11	14.3	9	15.5
None	4	5.7	2	2.2	1	1.3	1	1.7
All others	20	28.3	28	30.1	20	25.9	19	32.8
No response	5	7.0	0	0.0	0	0.0	0	0.0
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.89

Timing of induction and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Timing of induction								
At the start of the programmes	59	73.8	80	68.4	70	72.2	51	65.4
Before the start of the programmes	17	21.2	32	27.3	24	24.7	20	25.6
Termly	4	5.0	5	4.3	3	3.1	7	9.0
Total	80	100.0	117	100.0	97	100.0	78	100.0

Table 6.90

Management of induction and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Management approach								
Course specific	47	47.5	65	41.1	58	43.6	45	42.9
Department based	28	28.3	48	30.4	42	31.6	27	25.7
Whole centre	24	24.2	45	28.5	33	24.8	33	31.4
Total	99	100.0	158	100.0	133	100.0	105	100.0

Table 6.91

Group and individual approaches and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Management approach								
Group	48	67.6	63	63.6	48	62.3	42	68.9
Individual	14	19.7	25	25.3	18	23.4	18	29.5
Other	0	0.0	1	1.1	2	2.6	1	1.6
No response	9	12.7	0	0.0	9	11.7	0	0.0
Total	71	100.0	99	100.0	77	100.0	61	100.0

Table 6.92

Length of induction and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Length of GNVQ induction								
1 - 5 days	28	39.4	44	47.3	36	46.7	30	51.7
6 - 10 days	17	23.9	23	24.7	18	23.4	15	25.9
11 - 15 days	7	9.9	12	12.9	9	11.7	7	12.1
16 - 20 days	5	7.0	4	4.3	2	2.6	0	0.0
21 days or more	9	12.8	7	7.5	11	14.3	4	6.9
No response	5	7.0	3	3.2	1	1.3	2	3.4
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.93

Introducing action planning and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Action planning								
Highly or very highly likely to be included	59	83.1	82	88.2	72	93.5	53	91.4
Not a priority or unlikely to be included	2	2.8	8	8.6	4	5.2	4	6.9
No response	10	14.1	3	3.2	1	1.3	1	1.7
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.94

Introducing terms and language and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Terms and language								
Highly or very highly likely to be included	58	81.7	86	92.5	71	92.2	52	89.7
Not a priority or unlikely to be included	3	4.2	5	5.4	5	6.5	5	8.6
No response	10	14.1	2	2.1	1	1.3	1	1.7
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.95

Introducing key skills and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Key skills								
Highly or very highly likely to be included	56	78.9	80	86.0	69	89.6	52	89.7
Not a priority or unlikely to be included	6	8.4	11	11.8	7	9.1	5	8.6
No response	9	12.7	2	2.2	1	1.3	1	1.7
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.96

Introducing grading and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Grading								
Highly or very highly likely to be included	47	66.2	69	74.2	61	79.2	43	74.1
Not a priority or unlikely to be included	14	19.7	22	23.7	15	19.5	15	25.9
No response	10	14.1	2	2.1	1	1.3	0	0.0
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.97

Introducing study skills and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Study skills								
Highly or very highly likely to be included	45	63.4	69	74.2	61	79.2	39	67.2
Not a priority or unlikely to be included	15	21.1	20	21.5	15	19.5	17	29.3
No response	11	15.5	4	4.3	1	1.3	2	3.5
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.98

Introducing taster activities and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Taster activities								
Highly or very highly likely to be included	36	50.7	53	57.0	51	66.2	36	62.1
Not a priority or unlikely to be included	24	33.8	35	37.6	25	32.5	19	32.7
No response	11	15.5	5	5.4	1	1.3	3	5.2
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.99

Ease of introducing action planning and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Action planning								
Easy or very easy to achieve	29	40.8	39	41.9	49	63.6	29	50.0
Difficult or very difficult to achieve	27	38.0	43	46.3	23	29.9	24	41.4
No response	15	21.2	11	11.8	5	6.5	5	8.6
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.100

Ease of introducing terms and language and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Terms and language								
Easy or very easy to achieve	29	40.8	44	47.3	42	54.5	23	39.7
Difficult or very difficult to achieve	29	40.8	40	43.0	30	39.0	30	51.7
No response	13	18.4	9	9.7	5	6.5	5	8.6
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.101

Ease of introducing key skills and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Key skills								
Easy or very easy to achieve	35	49.3	49	52.7	48	62.3	25	43.1
Difficult or very difficult to achieve	22	31.0	32	34.4	25	32.5	27	46.6
No response	14	19.7	12	12.9	4	5.2	6	10.3
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.102

Ease of introducing grading and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Grading								
Easy or very easy to achieve	16	22.5	32	34.4	29	37.7	19	32.7
Difficult or very difficult to achieve	39	55.0	48	51.6	43	55.8	27	46.6
No response	16	22.5	13	14.0	5	6.5	12	20.7
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.103

Ease of introducing study skills and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Study skills								
Easy or very easy to achieve	32	45.1	47	50.5	44	57.1	28	48.3
Difficult or very difficult to achieve	19	26.8	27	29.0	25	32.5	20	34.5
No response	20	28.1	19	20.5	8	10.4	10	17.2
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.104

Ease of introducing taster activities and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Taster activities								
Easy or very easy to achieve	35	49.3	48	51.6	58	75.3	34	58.6
Difficult or very difficult to achieve	9	12.7	18	19.4	12	15.6	12	20.7
No response	27	38.0	27	29.0	7	9.1	12	20.7
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.105

Introducing assignments for the portfolio and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Portfolio assignments								
Highly or very highly likely to be included	46	64.8	78	83.9	62	80.5	47	81.0
Not a priority or unlikely to be included	15	21.1	12	12.9	14	18.2	10	17.3
No response	10	14.1	3	3.2	1	1.3	1	1.7
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.106

Introducing practice assignments and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Practice assignments								
Highly or very highly likely to be included	47	66.2	69	74.2	46	59.7	37	63.8
Not a priority or unlikely to be included	13	18.3	22	23.7	30	39.0	19	32.8
No response	11	15.5	2	2.1	1	1.3	2	3.4
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.107

Introducing APL and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
APL								
Highly or very highly likely to be included	30	42.3	39	41.9	40	51.9	24	41.4
Not a priority or unlikely to be included	29	40.8	50	53.8	36	46.8	33	56.9
No response	12	16.9	4	4.3	1	1.3	1	1.7
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.108

Introducing diagnostic assessment and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Diagnostic assessment								
Highly or very highly likely to be included	30	42.2	35	37.6	45	58.4	21	36.2
Not a priority or unlikely to be included	19	26.8	34	36.6	13	16.9	21	36.2
No response	22	31.0	24	25.8	19	24.7	16	27.6
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.109

Ease of introducing assignments for the portfolio and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Portfolio assignments								
Easy or very easy to achieve	25	35.2	42	45.2	44	57.1	29	50.0
Difficult or very difficult to achieve	29	40.8	36	38.7	24	31.2	21	36.2
No response	17	24.0	15	16.1	9	11.7	8	13.8
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.110

Ease of introducing practice assignments and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Practice assignments								
Easy or very easy to achieve	44	62.0	62	66.7	51	66.2	36	62.1
Difficult or very difficult to achieve	9	12.7	13	14.0	14	18.2	6	10.3
No response	18	25.3	18	19.3	12	15.6	16	27.6
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.111

Ease of introducing APL and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
APL								
Easy or very easy to achieve	17	24.0	27	29.0	20	26.0	15	25.9
Difficult or very difficult to achieve	27	38.0	37	39.8	40	51.9	20	34.5
No response	27	38.0	29	31.2	17	22.1	23	39.6
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.112

Ease of introducing diagnostic assessment and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Diagnostic assessment								
Easy or very easy to achieve	22	31.0	29	31.2	35	45.4	15	25.9
Difficult or very difficult to achieve	26	36.6	31	33.3	23	30.0	18	31.0
No response	23	32.4	33	35.5	19	24.6	25	43.1
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.113

Course selection and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Course selection								
Highly or very highly likely to be included	46	64.8	76	81.7	67	87.0	50	86.2
Not a priority or unlikely to be included	12	16.9	13	14.0	6	7.8	7	12.1
No response	13	18.3	4	4.3	4	5.2	1	1.7
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.114

Selecting the vocational area and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Selecting the vocational area								
Highly or very highly likely to be included	49	69.0	64	68.8	56	72.7	45	77.6
Not a priority or unlikely to be included	10	14.1	24	25.8	19	24.7	10	17.2
No response	12	16.9	5	5.4	2	2.6	3	5.2
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.115

Selecting the level of GNVQ and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Selecting the level								
Highly or very highly likely to be included	37	52.1	51	54.8	52	67.5	33	56.9
Not a priority or unlikely to be included	22	31.0	38	40.9	22	28.6	23	39.7
No response	12	16.9	4	4.3	3	3.9	2	3.4
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.116

Selecting additional courses and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Selecting additional courses								
Highly or very highly likely to be included	33	46.5	48	51.6	49	63.6	41	70.7
Not a priority or unlikely to be included	27	38.0	39	41.9	25	32.5	15	25.9
No response	11	15.5	6	6.5	3	3.9	2	3.4
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.117

Selecting optional units and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Selecting optional units								
Highly or very highly likely to be included	10	14.1	30	32.2	29	37.7	17	29.3
Not a priority or unlikely to be included	50	70.4	58	62.4	47	61.0	37	63.8
No response	11	15.5	5	5.4	1	1.3	4	6.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.118

Introducing the initial interviews and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Initial interviews								
Highly or very highly likely to be included	44	62.0	69	74.2	59	76.6	47	81.0
Not a priority or unlikely to be included	17	23.9	20	21.5	15	19.5	10	17.3
No response	10	14.1	4	4.3	3	3.9	1	1.7
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.119

Ease of introducing course selection and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Course selection								
Easy or very easy to achieve	43	60.6	63	67.7	55	71.4	39	67.2
Difficult or very difficult to achieve	4	5.6	4	4.3	12	15.6	11	19.0
No response	24	33.8	26	28.0	10	13.0	8	13.8
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.120

Ease of introducing the selection of the vocational area and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Selecting the vocational area								
Easy or very easy to achieve	40	56.3	58	62.4	49	63.6	40	69.0
Difficult or very difficult to achieve	4	5.6	9	9.7	11	14.3	10	17.2
No response	27	38.1	26	27.9	17	22.1	8	13.8
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.121

Ease of introducing the selection of the level of GNVQ and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Selecting the level								
Easy or very easy to achieve	40	56.3	54	58.1	52	67.5	39	67.2
Difficult or very difficult to achieve	7	9.9	11	11.8	11	14.3	7	12.1
No response	24	33.8	28	30.1	14	18.2	12	20.7
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.122

Ease of introducing the selection of additional courses and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Selection of additional courses								
Easy or very easy to achieve	29	40.8	47	50.5	48	62.3	27	46.6
Difficult or very difficult to achieve	5	7.1	14	15.1	16	20.8	14	24.1
No response	37	52.1	32	34.4	13	16.9	17	29.3
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.123

Ease of introducing the selection of optional units and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Selection of optional units								
Easy or very easy to achieve	12	16.9	32	34.4	27	35.1	18	31.0
Difficult or very difficult to achieve	6	8.5	12	12.9	17	22.1	7	12.1
No response	53	74.6	49	52.7	33	42.8	33	56.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.124

Ease of introducing the initial interviews and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Initial interviews								
Easy or very easy to achieve	44	62.0	63	67.7	53	68.8	46	79.3
Difficult or very difficult to achieve	4	5.6	9	9.7	8	10.4	3	5.2
No response	23	32.4	21	22.6	16	20.8	9	15.5
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.125

Inductions and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Type of induction						
GNVQ only	17	30.4	15	27.8	26	15.9
Separate GNVQ & General	12	21.4	9	16.7	42	25.6
Separate GNVQ, General, and Other courses with some combined elements	6	10.7	5	9.2	24	14.6
Combined	6	10.7	5	9.2	19	11.6
None	3	5.4	2	3.7	2	1.2
All others	12	21.4	17	31.4	51	31.1
No response	0	0.0	1	2.0	0	0.0
Total	56	100.0	54	100.0	164	100.0

Table 6.126

Group and individual approaches and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Aspects						
Group	34	60.7	36	66.7	114	69.5
Individual	18	32.1	14	25.9	39	23.8
Other	0	0.0	0	0.0	3	1.8
No response	4	7.2	4	7.4	8	4.9
Total	56	100.0	54	100.0	164	100.0

Table 6.127

Length of induction and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Length of GNVQ induction						
1 - 5 days	28	50.0	27	50.0	70	42.7
6 - 10 days	12	21.4	11	20.4	42	25.6
11 - 15 days	6	10.7	7	13.0	22	13.4
16 - 20 days	0	0.0	2	3.7	7	4.3
21 days or more	7	12.5	5	9.3	19	11.6
No response	3	5.4	2	3.6	4	2.4
Total	56	100.0	54	100.0	164	100.0

Table 6.128

Introducing terms and language and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Terms and language						
Highly or very highly likely to be included	48	85.7	50	92.6	152	92.7
Not a priority or unlikely to be included	5	8.9	1	1.9	9	5.5
No response	3	5.4	3	5.5	3	1.8
Total	56	100.0	54	100.0	164	100.0

Table 6.129

Introducing key skills and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Key skills						
Highly or very highly likely to be included	48	85.7	47	87.0	146	89.0
Not a priority or unlikely to be included	5	8.9	4	7.5	17	10.4
No response	3	5.4	3	5.5	1	0.6
Total	56	100.0	54	100.0	164	100.0

Table 6.130

Introducing taster activities and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Taster activities						
Highly or very highly likely to be included	28	50.0	32	59.2	104	63.4
Not a priority or unlikely to be included	24	42.9	17	31.5	55	33.5
No response	4	7.1	5	9.3	5	3.1
Total	56	100.0	54	100.0	164	100.0

Table 6.131

Introducing trips and visits and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Trips and visits						
Highly or very highly likely to be included	25	44.7	24	44.4	77	46.9
Not a priority or unlikely to be included	27	48.2	25	46.3	82	50.0
No response	4	7.1	5	9.3	5	3.1
Total	56	100.0	54	100.0	164	100.0

Table 6.132

Ease of introducing key skills and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Key skills						
Easy or very easy to achieve	26	46.4	25	46.3	94	57.3
Difficult or very difficult to achieve	22	39.3	23	42.6	53	32.3
No response	8	14.3	6	11.1	17	10.4
Total	56	100.0	54	100.0	164	100.0

Table 6.133

Ease of introducing taster activities and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Taster activities						
Easy or very easy to achieve	31	55.4	31	57.4	101	61.6
Difficult or very difficult to achieve	9	16.0	7	13.0	30	18.3
No response	16	28.6	16	29.6	33	20.1
Total	56	100.0	54	100.0	164	100.0

Table 6.134

Ease of introducing trips and visits and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Trips and visits						
Easy or very easy to achieve	24	42.9	24	44.5	78	47.6
Difficult or very difficult to achieve	12	21.4	14	25.9	32	19.5
No response	20	35.7	16	29.6	54	32.9
Total	56	100.0	54	100.0	164	100.0

Table 6.135

Introducing assignments for the portfolio and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Portfolio assignments						
Highly or very highly likely to be included	39	69.6	44	81.5	134	81.7
Not a priority or unlikely to be included	14	25.0	8	14.8	25	15.3
No response	3	5.4	2	3.7	5	3.0
Total	56	100.0	54	100.0	164	100.0

Table 6.136

Introducing practice assignments and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Practice assignments						
Highly or very highly likely to be included	33	58.9	32	59.2	121	73.8
Not a priority or unlikely to be included	20	35.7	19	35.2	39	23.8
No response	3	5.4	3	5.6	4	2.4
Total	56	100.0	54	100.0	164	100.0

Table 6.137

Introducing diagnostic assessment and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Diagnostic assessment						
Highly or very highly likely to be included	15	26.8	20	37.0	89	54.3
Not a priority or unlikely to be included	38	67.8	28	51.9	69	42.1
No response	3	5.4	6	11.1	6	3.6
Total	56	100.0	54	100.0	164	100.0

Table 6.138

Ease of introducing assignments for the portfolio and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Portfolio assignments						
Easy or very easy to achieve	24	42.9	24	44.5	81	49.4
Difficult or very difficult to achieve	21	37.5	22	40.7	59	36.0
No response	11	19.6	8	14.8	24	14.6
Total	56	100.0	54	100.0	164	100.0

Table 6.139

Ease of introducing diagnostic assessment and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Diagnostic assessment						
Easy or very easy to achieve	13	23.2	16	29.6	66	40.2
Difficult or very difficult to achieve	19	33.9	22	40.8	48	29.3
No response	24	42.9	16	29.6	50	30.5
Total	56	100.0	54	100.0	164	100.0

Table 6.140

Introducing APL and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
APL						
Highly or very highly likely to be included	22	39.3	17	31.5	85	51.8
Not a priority or unlikely to be included	30	53.6	33	61.1	75	45.7
No response	4	7.1	4	7.4	4	2.5
Total	56	100.0	54	100.0	164	100.0

Table 6.141

Ease of introducing APL and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
APL						
Easy or very easy to achieve	15	26.8	11	20.4	48	29.3
Difficult or very difficult to achieve	20	35.7	25	46.3	69	42.1
No response	21	37.5	18	33.3	47	28.6
Total	56	100.0	54	100.0	164	100.0

Table 6.142

Ease of introducing practice assignments and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Practice assignments						
Easy or very easy to achieve	37	66.1	33	61.1	111	67.7
Difficult or very difficult to achieve	7	12.5	7	13.0	24	14.6
No response	12	21.4	14	25.9	29	17.7
Total	56	100.0	54	100.0	164	100.0

Table 6.143

Advice and guidance on programmes and routes and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Advice on routes						
Highly or very highly likely to be included	40	71.4	43	79.6	143	87.2
Not a priority or unlikely to be included	12	21.4	7	13.0	17	10.4
No response	4	7.2	4	7.4	4	2.4
Total	56	100.0	54	100.0	164	100.0

Table 6.144

Ease of introducing advice and guidance on routes and programmes and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Advice on routes						
Easy or very easy to achieve	42	75.0	38	70.4	127	77.4
Difficult or very difficult to achieve	3	5.4	9	16.6	15	9.1
No response	11	19.6	7	13.0	22	13.5
Total	56	100.0	54	100.0	164	100.0

Table 6.145

Inductions and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Type of induction								
GNVQ only	56	21.4	51	21.6	39	20.6	25	18.7
Separate GNVQ & General	58	22.1	54	22.9	39	20.6	27	20.1
Separate GNVQ, General, and Other courses with some combined elements	33	12.6	34	14.4	29	15.3	20	14.9
Combined	30	11.5	28	11.9	26	13.8	17	12.7
None	5	1.9	2	0.8	4	2.1	3	2.2
All others	80	30.5	67	28.4	52	27.6	42	31.4
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.146

Inductions and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
Type of induction	N	%	N	%	N	%
GNVQ only	9	17.3	6	13.0	3	7.7
Separate GNVQ & General	9	17.3	11	23.9	12	30.8
Separate GNVQ, General, and Other courses with some combined elements	12	23.1	9	19.6	6	15.3
Combined	7	13.4	9	19.6	9	23.1
None	3	5.8	0	0.0	0	0.0
All others	12	23.1	11	23.9	9	23.1
Total	52	100.0	46	100.0	39	100.0

Table 6.147

Admission and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
Admission	N	%	N	%	N	%	N	%
August / September	246	85.4	220	84.3	175	82.9	120	78.9
Rolling	42	4.6	41	15.7	36	17.1	32	21.1
Total	288	100.0	261	100.0	211	100.0	152	100.0

Table 6.148

Admission and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
Admission time	N	%	N	%	N	%
August / September	38	73.1	39	65.0	35	74.5
Rolling	12	23.1	21	35.0	12	25.5
No response	2	3.8	0	0.0	0	0.0
Total	52	100.0	60	100.0	47	100.0

Table 6.149

Timing of induction and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
Timing of induction	N	%	N	%	N	%	N	%
At the start of the programmes	235	69.9	211	69.2	168	69.4	117	68.4
Before the start of the programmes	84	25.0	79	25.9	64	26.4	43	25.1
Termly	17	5.1	15	4.9	10	4.2	11	6.4
Total	336	100.0	305	100.0	242	100.0	171	100.0

Table 6.150

Timing of induction and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
Timing of induction	N	%	N	%	N	%
At the start of the programmes	44	62.8	43	68.2	36	70.6
Before the start of the programmes	17	24.3	11	17.5	10	19.6
Termly	9	12.9	9	14.3	5	9.8
Total	70	100.0	63	100.0	51	100.0

Table 6.151

Management of induction and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
Management approach	N	%	N	%	N	%	N	%
Course specific	190	42.7	172	42.2	115	38.6	107	43.6
Department based	134	30.1	120	29.4	91	30.5	69	28.2
Whole centre	121	27.2	116	28.4	92	30.9	69	28.2
Total	445	100.0	408	100.0	298	100.0	245	100.0

Table 6.152

Length of induction and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
Length of GNVQ induction	N	%	N	%	N	%	N	%
1 - 5 days	122	46.6	105	44.5	88	46.6	56	41.8
6 - 10 days	63	24.0	60	25.4	43	22.8	30	22.4
11 - 15 days	32	12.2	31	13.1	25	13.2	19	14.2
16 - 20 days	10	3.8	8	3.4	6	3.2	4	3.0
21 days or more	30	11.5	26	11.0	20	10.6	18	13.4
No response	5	1.9	6	2.6	7	3.6	7	5.2
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.153

Length of induction and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
Length of GNVQ induction	N	%	N	%	N	%
1 - 5 days	28	53.8	17	36.9	14	35.9
6 - 10 days	11	21.2	11	23.9	12	30.8
11 - 15 days	3	5.8	8	17.4	4	10.2
16 - 20 days	2	3.8	1	2.2	3	7.7
21 days or more	6	11.6	8	17.4	5	12.8
No response	2	3.8	1	2.2	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 6.154

Introducing diagnostic assessment and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
Diagnostic assessment	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	122	46.6	111	47.0	93	49.2	79	58.9
Not a priority or unlikely to be included	131	50.0	114	48.3	87	46.0	50	37.3
No response	9	3.4	11	4.7	9	4.8	5	3.8
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.155

Ease of introducing diagnostic assessment and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
Diagnostic assessment	N	%	N	%	N	%	N	%
Easy or very easy to achieve	95	36.2	91	38.5	76	40.2	59	44.0
Difficult or very difficult to achieve	82	31.3	75	31.8	59	31.2	41	30.6
No response	85	32.5	70	39.7	54	28.6	34	25.4
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.156

Introducing diagnostic assessment and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
Diagnostic assessment	N	%	N	%	N	%
Highly or very highly likely to be included	27	51.9	40	86.9	27	69.2
Not a priority or unlikely to be included	22	42.3	6	13.1	11	28.2
No response	3	5.8	0	0.0	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 6.157

Ease of introducing diagnostic assessment and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
Diagnostic assessment	N	%	N	%	N	%
Easy or very easy to achieve	21	40.4	28	60.9	24	61.5
Difficult or very difficult to achieve	16	30.8	11	23.9	5	12.8
No response	15	28.8	7	15.2	10	25.7
Total	52	100.0	46	100.0	39	100.0

Table 6.158

Course selection and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
Course selection	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	220	84.0	197	83.5	155	82.0	107	79.9
Not a priority or unlikely to be included	32	12.2	28	11.9	23	12.2	20	14.9
No response	10	3.8	11	4.6	11	5.8	7	5.2
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.159

Introducing the initial interviews and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Initial interviews								
Highly or very highly likely to be included	198	75.6	177	75.0	139	73.5	95	70.9
Not a priority or unlikely to be included	55	21.0	51	21.6	41	21.7	33	24.6
No response	9	3.4	8	3.4	9	4.8	6	4.5
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.160

Selecting the level of GNVQ and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Selecting the level								
Highly or very highly likely to be included	161	61.5	152	64.4	124	65.6	89	66.4
Not a priority or unlikely to be included	92	35.1	74	31.4	58	30.7	42	31.3
No response	9	3.4	10	4.2	7	3.7	3	2.3
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.161

Selecting optional units and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Selecting optional units								
Highly or very highly likely to be included	80	30.5	69	29.2	58	30.7	46	34.3
Not a priority or unlikely to be included	171	65.3	156	66.1	123	65.1	83	62.0
No response	11	4.2	11	4.7	8	4.2	5	3.7
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.162

Introducing the initial interviews and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Initial interviews						
Highly or very highly likely to be included	35	67.3	32	69.6	28	71.8
Not a priority or unlikely to be included	14	26.9	12	26.1	8	20.5
No response	3	5.8	2	4.3	3	7.7
Total	52	100.0	46	100.0	39	100.0

Table 6.163

Selecting optional units and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Selecting optional units						
Highly or very highly likely to be included	19	36.5	22	47.8	19	48.7
Not a priority or unlikely to be included	29	55.8	24	52.2	19	48.7
No response	4	7.7	0	0.0	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 6.164

Inductions and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Type of induction								
GNVQ only	4	14.3	18	26.5	24	24.0	19	20.7
Separate GNVQ & General	7	25.0	17	25.0	18	18.0	22	23.9
Separate GNVQ, General, and Other courses with some combined elements	4	14.3	6	8.8	10	10.0	16	17.4
Combined	4	14.3	7	10.3	13	13.0	7	7.6
None	0	0.0	5	7.4	2	2.0	0	0.0
All others	8	28.6	15	22.0	33	33.0	28	30.4
No response	1	3.5	0	0.0	0	0.0	0	0.0
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.165

Admission and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Admission time	N	%	N	%	N	N	%	N
August / September	23	71.9	59	80.8	97	89.8	88	88.9
Rolling	9	28.1	14	19.2	11	10.2	11	11.1
Total	32	100.0	73	100.0	108	100.0	99	100.0

Table 6.166

Timing of induction and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Timing of induction	N	%	N	%	N	N	%	N
At the start of the programmes	23	67.6	60	66.7	89	72.4	83	71.6
Before the start of the programmes	8	23.5	22	24.4	31	25.2	30	25.9
Termly	3	8.9	8	8.9	3	2.4	3	2.5
Total	34	100.0	90	100.0	123	100.0	116	100.0

Table 6.167

Group and individual approaches and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Management approach	N	%	N	%	N	%	N	%
Group	19	67.9	43	63.2	66	66.0	70	70.0
Individual	5	17.8	14	20.6	26	26.0	28	28.0
Other	1	3.6	1	1.5	0	0.0	2	2.0
No response	3	10.7	10	14.7	8	8.0	0	0.0
Total	28	100.0	68	100.0	100	100.0	100	100.0

Table 6.168

Length of induction and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Length of GNVQ induction	N	%	N	%	N	N	%	N
1 - 5 days	15	53.6	19	27.9	48	48.0	50	54.3
6 - 10 days	5	17.8	19	27.9	25	25.0	20	21.7
11 - 15 days	2	7.1	15	22.1	14	14.0	4	4.3
16 - 20 days	1	3.6	2	2.9	3	3.0	5	5.5
21 days or more	4	14.3	7	10.3	8	8.0	12	13.1
No response	1	3.6	6	8.9	2	2.0	1	1.1
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.169

Introducing action planning and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Action planning								
Highly or very highly likely to be included	23	82.1	60	88.2	91	91.0	85	92.4
Not a priority or unlikely to be included	5	17.9	2	2.9	7	7.0	4	4.3
No response	0	0.0	6	8.9	2	2.0	3	3.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.170

Introducing key skills and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Key skills								
Highly or very highly likely to be included	23	82.1	60	88.2	88	88.0	82	89.1
Not a priority or unlikely to be included	5	17.9	3	4.4	10	10.0	8	8.7
No response	0	0.0	5	7.4	2	2.0	2	2.2
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.171

Introducing grading and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Grading								
Highly or very highly likely to be included	17	60.7	52	76.5	76	76.0	72	78.3
Not a priority or unlikely to be included	11	39.3	11	16.2	22	22.0	18	19.6
No response	0	0.0	5	7.3	2	2.0	2	2.1
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.172

Introducing study skills and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Study skills	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	16	57.1	48	70.6	72	72.0	77	83.7
Not a priority or unlikely to be included	12	42.9	14	20.6	22	22.0	13	14.1
No response	0	0.0	6	8.8	6	6.0	2	2.2
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.173

Ease of introducing study skills and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Study skills	N	%	N	%	N	%	N	%
Easy or very easy to achieve	9	32.1	35	51.5	50	50.0	54	58.7
Difficult or very difficult to achieve	11	39.3	22	32.4	34	34.0	21	22.8
No response	8	28.6	11	16.1	16	16.0	17	18.5
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.174

Ease of introducing trips and visits and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Trips and visits	N	%	N	%	N	%	N	%
Easy or very easy to achieve	9	32.1	25	36.8	47	47.0	50	54.3
Difficult or very difficult to achieve	5	17.9	19	27.9	24	24.0	16	17.4
No response	14	50.0	24	35.3	29	29.0	26	28.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.175

Ease of introducing action planning and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Action planning	N	%	N	%	N	%	N	%
Easy or very easy to achieve	13	46.4	31	45.6	53	53.0	44	47.8
Difficult or very difficult to achieve	10	35.7	29	42.6	40	40.0	37	40.2
No response	5	17.9	8	11.8	7	7.0	11	12.0
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.176

Ease of introducing grading and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Grading	N	%	N	%	N	%	N	%
Easy or very easy to achieve	9	32.1	20	29.4	31	31.0	34	36.9
Difficult or very difficult to achieve	14	50.0	40	58.8	56	56.0	44	47.8
No response	5	17.9	8	11.8	13	13.0	14	15.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.177

Introducing assignments for the portfolio and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Portfolio assignments	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	19	67.8	54	79.4	78	78.0	77	83.7
Not a priority or unlikely to be included	9	32.2	9	13.2	19	19.0	12	13.0
No response	0	0.0	5	7.4	3	3.0	3	3.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.178

Introducing practice assignments and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Practice assignments	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	16	57.1	40	58.8	72	72.0	71	77.2
Not a priority or unlikely to be included	12	42.9	22	32.4	25	25.0	18	19.6
No response	0	0.0	6	8.8	3	3.0	3	3.2
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.179

Introducing APL and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
APL	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	11	39.3	29	42.6	46	46.0	47	51.1
Not a priority or unlikely to be included	17	60.7	31	45.6	50	50.0	43	46.7
No response	0	0.0	8	11.8	4	4.0	2	2.2
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.180

Introducing diagnostic assessment and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Diagnostic assessment	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	11	39.3	29	42.6	44	44.0	43	46.7
Not a priority or unlikely to be included	17	60.7	30	44.1	51	51.0	45	48.9
No response	0	0.0	9	13.3	5	5.0	4	4.4
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.181

Ease of introducing assignments for the portfolio and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Portfolio assignments	N	%	N	%	N	%	N	%
Easy or very easy to achieve	11	39.3	35	51.5	49	49.0	43	46.7
Difficult or very difficult to achieve	10	35.7	26	38.2	36	36.0	36	39.1
No response	7	25.0	7	10.3	15	15.0	13	14.2
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.182

Ease of introducing practice assignments and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Practice assignments	N	%	N	%	N	%	N	%
Easy or very easy to achieve	17	60.7	42	61.8	73	73.0	60	65.2
Difficult or very difficult to achieve	3	10.7	12	17.6	10	10.0	15	16.3
No response	8	28.6	14	20.6	17	17.0	17	18.5
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.183

Ease of introducing APL and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
APL	N	%	N	%	N	%	N	%
Easy or very easy to achieve	4	14.3	21	30.9	26	26.0	28	30.4
Difficult or very difficult to achieve	13	46.4	25	36.8	42	42.0	38	41.3
No response	11	39.3	22	32.3	32	32.0	26	28.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.184

Ease of introducing diagnostic assessment and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Diagnostic assessment	N	%	N	%	N	%	N	%
Easy or very easy to achieve	5	17.8	24	35.3	30	30.0	39	42.4
Difficult or very difficult to achieve	12	42.9	21	30.9	36	36.0	26	28.3
No response	11	39.3	23	33.8	34	34.0	27	29.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.185

Course selection and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Course selection	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	22	78.6	53	77.9	80	80.0	79	85.9
Not a priority or unlikely to be included	4	14.3	8	11.8	15	15.0	10	10.7
No response	2	7.1	7	10.3	5	5.0	3	3.4
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.186

Introducing the initial interviews and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Initial interviews	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	16	57.1	52	76.5	77	77.0	71	77.2
Not a priority or unlikely to be included	12	42.9	10	14.7	19	19.0	17	18.5
No response	0	0.0	6	8.8	4	4.0	4	4.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.187

Selecting the vocational area and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Selecting the vocational area	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	17	60.7	49	72.0	71	71.0	74	80.4
Not a priority or unlikely to be included	11	39.3	13	19.1	24	24.0	12	13.0
No response	0	0.0	6	8.9	5	5.0	6	6.6
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.188

Selecting the level of GNVQ and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Selecting the level	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	8	28.6	42	61.8	62	62.0	58	63.0
Not a priority or unlikely to be included	19	67.9	19	27.9	33	33.0	29	31.5
No response	1	3.5	7	10.3	5	5.0	5	5.5
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.189

Selecting additional courses and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Selecting additional courses	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	12	42.8	36	52.9	59	59.0	61	66.3
Not a priority or unlikely to be included	16	57.2	25	36.8	35	35.0	26	28.3
No response	0	0.0	7	10.3	6	6.0	5	5.4
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.190

Selecting optional units and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Selecting optional units	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	7	25.0	17	25.0	30	30.0	29	31.5
Not a priority or unlikely to be included	21	75.0	44	64.7	65	65.0	57	62.0
No response	0	0.0	7	10.3	5	5.0	6	6.5
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.191

Ease of introducing course selection and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Course selection	N	%	N	%	N	%	N	%
Easy or very easy to achieve	19	67.8	45	66.2	70	70.0	62	67.4
Difficult or very difficult to achieve	1	3.6	11	16.2	8	8.0	11	11.9
No response	8	28.6	12	17.6	22	22.0	19	20.7
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.192

Ease of introducing the initial interviews and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Initial interviews	N	%	N	%	N	%	N	%
Easy or very easy to achieve	16	57.1	47	69.1	77	77.0	64	69.6
Difficult or very difficult to achieve	1	3.6	9	13.2	8	8.0	4	4.3
No response	11	39.3	12	17.7	15	15.0	24	26.1
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.193

Ease of introducing the selection of the vocational area and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Selection of the vocational area	N	%	N	%	N	%	N	%
Easy or very easy to achieve	13	46.4	47	69.1	65	65.0	60	65.2
Difficult or very difficult to achieve	5	17.9	9	13.3	10	10.0	9	9.8
No response	10	35.7	12	17.6	25	25.0	23	25.0
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.194

Ease of introducing the selection of the level of GNVQ and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Selection of the level	N	%	N	%	N	%	N	%
Easy or very easy to achieve	11	39.3	44	64.7	66	66.0	59	64.1
Difficult or very difficult to achieve	3	10.7	11	16.2	11	11.0	11	12.0
No response	14	50.0	13	19.1	23	23.0	22	23.9
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.195

Ease of introducing the selection of additional courses and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Selection of additional courses	N	%	N	%	N	%	N	%
Easy or very easy to achieve	9	32.1	35	51.5	57	57.0	48	52.2
Difficult or very difficult to achieve	5	17.9	11	16.2	14	14.0	18	19.5
No response	14	50.0	22	32.3	29	29.0	26	28.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.196

Ease of introducing the selection of optional units and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Selection of optional units	N	%	N	%	N	%	N	%
Easy or very easy to achieve	5	17.8	20	29.4	35	35.0	28	30.4
Difficult or very difficult to achieve	3	10.8	11	16.2	10	10.0	16	17.4
No response	20	71.4	37	54.4	55	55.0	48	52.2
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.197

Inductions and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
Type of induction	N	%	N	%	N	%	N	%
GNVQ only	26	18.3	17	23.0	9	25.0	13	31.0
Separate GNVQ & General	37	26.1	10	13.5	9	25.0	11	26.2
Separate GNVQ, General, and Other courses with some combined elements	11	7.7	13	17.6	6	16.7	6	14.3
Combined	21	14.8	6	8.1	4	11.1	2	4.7
None	2	1.4	0	0.0	0	0.0	0	0.0
All others	44	31.0	28	37.8	8	22.2	10	23.8
No response	1	0.7	0	0.0	0	0.0	0	0.0
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.198

Formality of induction and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
Aspects	N	%	N	%	N	%	N	%
Formal induction	118	71.1	66	69.5	35	72.9	32	69.6
Informal induction	48	28.9	29	30.5	13	27.1	14	30.4
Total	166	100.0	95	100.0	48	100.0	46	100.0

Table 6.199

Management of induction and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
Management approach	N	%	N	%	N	%	N	%
Course specific	104	43.2	51	41.8	28	44.4	32	42.7
Department based	67	27.8	36	29.5	21	33.3	25	33.3
Whole centre	70	29.0	35	28.7	14	22.3	18	24.0
Total	241	100.0	122	100.0	63	100.0	75	100.0

Table 6.200

Group and individual approaches and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
Management approach	N	%	N	%	N	%	N	%
Group	95	66.9	51	67.1	26	72.2	32	68.1
Individual	33	23.2	23	30.3	8	22.2	13	27.7
Other	1	0.7	2	2.6	0	0.0	2	4.2
No response	13	9.2	0	0.0	2	5.6	0	0.0
Total	142	100.0	76	100.0	36	100.0	47	100.0

Table 6.201

Introducing terms and language and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
Terms and language	N	%	N	%	N	%	N	%
Highly or very highly likely to be included	131	92.3	67	90.5	34	94.4	40	95.2
Not a priority or unlikely to be included	9	6.3	7	9.5	1	2.8	1	2.4
No response	2	1.4	0	0.0	1	2.8	1	2.4
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.202

Introducing key skills and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Key skills								
Highly or very highly likely to be included	119	83.8	68	91.9	35	97.2	40	95.2
Not a priority or unlikely to be included	20	14.1	6	8.1	1	2.8	2	4.8
No response	3	2.1	0	0.0	0	0.0	0	0.0
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.203

Introducing grading and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Grading								
Highly or very highly likely to be included	105	73.9	54	73.0	31	86.1	33	78.6
Not a priority or unlikely to be included	36	25.4	20	27.0	4	11.1	8	19.0
No response	1	0.7	0	0.0	1	2.8	1	2.4
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.204

Ease of introducing terms and language and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Terms and language								
Easy or very easy to achieve	66	46.5	31	41.9	21	58.3	20	47.6
Difficult or very difficult to achieve	61	43.0	37	50.0	11	30.6	20	47.6
No response	15	10.5	6	8.1	4	11.1	2	4.8
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.205

Ease of introducing key skills and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Key skills								
Easy or very easy to achieve	66	46.5	42	56.7	21	58.3	24	57.1
Difficult or very difficult to achieve	56	39.4	25	33.8	11	30.6	15	35.7
No response	20	14.1	7	9.5	4	11.1	3	7.2
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.206

Ease of introducing grading and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Grading								
Easy or very easy to achieve	42	29.6	24	32.4	18	50.0	11	26.2
Difficult or very difficult to achieve	74	52.1	39	52.7	14	38.9	30	71.4
No response	26	18.3	11	14.9	4	11.1	1	2.4
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.207

Ease of introducing study skills and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Study skills								
Easy or very easy to achieve	65	45.8	41	55.4	22	61.2	22	52.4
Difficult or very difficult to achieve	46	32.4	22	29.7	7	19.4	14	33.3
No response	31	21.8	11	14.9	7	19.4	6	14.3
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.208

Introducing practice assignments and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Practice assignments								
Highly or very highly likely to be included	88	62.0	55	74.3	27	75.0	33	78.6
Not a priority or unlikely to be included	51	35.9	19	25.7	8	22.2	7	16.7
No response	3	2.1	0	0.0	1	2.8	2	4.7
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.209

Introducing APL and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
APL								
Highly or very highly likely to be included	61	43.0	37	50.0	22	61.1	15	35.7
Not a priority or unlikely to be included	77	54.2	37	50.0	13	36.1	24	57.1
No response	4	2.8	0	0.0	1	2.8	3	7.2
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.210

Introducing diagnostic assessment and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Diagnostic assessment								
Highly or very highly likely to be included	62	43.7	34	45.9	19	52.8	20	47.6
Not a priority or unlikely to be included	74	52.1	39	52.7	16	44.4	20	47.6
No response	6	4.2	1	1.4	1	2.8	2	4.8
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.211

Ease of introducing APL and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
APL								
Easy or very easy to achieve	37	26.0	20	27.0	11	30.5	10	23.8
Difficult or very difficult to achieve	54	38.0	32	43.2	19	52.8	19	45.2
No response	51	36.0	22	29.8	6	16.7	13	31.0
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.212

Ease of introducing diagnostic assessment and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Diagnostic assessment								
Easy or very easy to achieve	38	26.8	28	37.8	17	47.2	18	42.8
Difficult or very difficult to achieve	49	34.5	21	28.4	13	36.1	14	33.3
No response	55	38.7	25	33.8	6	16.7	10	23.9
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.213

Initial advice and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Initial advice								
Highly or very highly likely to be included	107	75.4	64	86.5	33	91.7	34	81.0
Not a priority or unlikely to be included	31	21.8	10	13.5	3	8.3	7	16.7
No response	4	2.8	0	0.0	0	0.0	1	2.3
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.214

Ease of introducing initial advice and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Initial advice								
Easy or very easy to achieve	102	71.8	58	78.4	30	83.3	30	71.4
Difficult or very difficult to achieve	11	7.8	7	9.5	2	5.6	2	4.8
No response	29	20.4	9	12.1	4	11.1	10	23.8
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.215

Ease of introducing all of the courses and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Introducing all courses								
Easy or very easy to achieve	76	53.5	46	62.1	23	63.9	22	52.4
Difficult or very difficult to achieve	19	13.4	9	12.2	4	11.1	2	4.7
No response	47	33.1	19	25.7	9	25.0	18	42.9
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.216

Introducing the initial interviews and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Initial interviews								
Highly or very highly likely to be included	106	74.6	57	77.0	30	83.3	30	71.4
Not a priority or unlikely to be included	30	21.1	17	23.0	6	17.7	10	23.8
No response	6	4.3	0	0.0	0	0.0	2	4.8
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.217

Selecting the vocational area and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Selecting the vocational area								
Highly or very highly likely to be included	102	71.8	55	74.3	29	80.6	32	76.2
Not a priority or unlikely to be included	36	25.4	15	20.3	7	19.4	8	19.0
No response	4	2.8	4	5.4	0	0.0	2	4.8
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.218

Selecting the level of GNVQ and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Selecting the level								
Highly or very highly likely to be included	79	55.6	45	60.8	24	66.7	30	71.4
Not a priority or unlikely to be included	58	40.9	25	33.8	11	30.6	10	23.8
No response	5	3.5	4	5.4	1	2.7	2	4.8
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.219

Selecting the optional units and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Selecting optional units								
Highly or very highly likely to be included	38	26.8	20	27.0	12	33.3	17	40.5
Not a priority or unlikely to be included	99	69.7	52	70.3	23	63.9	22	52.4
No response	5	3.5	2	2.7	1	2.8	3	7.1
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.220

Ease of introducing initial interviews and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Initial interviews								
Easy or very easy to achieve	99	69.7	55	74.3	24	66.6	27	64.3
Difficult or very difficult to achieve	10	7.0	4	5.4	6	16.7	4	9.5
No response	33	23.3	15	20.3	6	16.7	11	26.2
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.221

Ease of introducing the selection of the level of GNVQ and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Selecting the level								
Easy or very easy to achieve	86	60.6	48	64.9	25	69.4	26	61.9
Difficult or very difficult to achieve	18	12.7	8	10.8	3	8.3	7	16.7
No response	38	26.7	18	24.3	8	22.3	9	21.4
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.222

Ease of introducing the selection of optional units and length of induction

Length of induction	1 - 5 days		6 - 10 days		11 - 15 days		16 days or more	
	N	%	N	%	N	%	N	%
Selecting optional units								
Easy or very easy to achieve	41	28.9	21	28.4	12	33.3	14	33.3
Difficult or very difficult to achieve	16	10.1	14	18.9	7	19.5	6	14.3
No response	85	60.0	39	52.7	17	47.2	22	52.4
Total	142	100.0	74	100.0	36	100.0	42	100.0

Table 6.223

Order of course delivery in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Order of course	N	%	N	%	N	%	N	%
Order of course predetermined by school/college	202	91.4	35	87.5	17	89.4	18	95.2
Order of course delivery determined by student	12	5.4	3	7.5	1	5.3	0	0.0
No response	7	3.2	2	5.0	1	5.3	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.224

Unit delivery linked to test dates in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Delivery linked to test dates	N	%	N	%	N	%	N	%
Dependent or mostly dependent	146	66.1	29	72.5	13	68.4	16	84.2
Independent or mostly independent	70	31.6	11	27.5	6	31.6	3	15.8
No response	5	2.3	0	0.0	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.225

Learning tailored to individual needs in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Learning tailored to individual needs	N	%	N	%	N	%	N	%
Featured highly or very highly	170	76.9	26	65.0	16	84.2	16	84.2
Not a priority or unlikely to be included	44	19.9	13	32.5	1	5.3	3	15.8
No response	7	3.2	1	2.5	2	10.5	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.226

Integration of delivery of vocational and key skill units in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Complete or a high level of integration	174	78.7	28	70.0	16	84.2	12	63.2
Completely separate or a low level of integration	44	20.0	12	30.0	3	15.8	6	31.5
No response	3	1.3	0	0.0	0	0.0	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.227

Integration of delivery across mandatory units in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Complete or a high level of integration	45	20.3	11	27.5	4	21.1	3	15.8
Completely separate or a low level of integration	169	76.5	29	72.5	14	73.6	16	84.2
No response	7	3.2	0	0.0	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.228

Integration of delivery across mandatory and optional units in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Complete or a high level of integration	40	18.1	6	15.0	1	5.3	2	10.5
Completely separate or a low level of integration	170	76.9	34	85.0	16	84.2	17	89.5
No response	11	5.0	0	0.0	2	10.5	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.229

Influences on the optional units offered in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Staff experience / specialism	186	37.2	32	24.4	17	28.8	15	23.1
Candidate choice	74	14.8	19	14.5	8	13.6	6	9.2
Centre timetable	81	16.2	21	16.0	9	15.2	12	18.5
HE requirements	60	12.0	28	21.4	12	20.3	12	18.5
Local industry requirements	43	8.6	13	9.9	6	10.2	8	12.3
FE requirements	32	6.4	14	10.7	5	8.5	10	15.4
Other	14	2.8	1	0.8	1	1.7	1	1.5
Compact agreements	10	2.0	3	2.3	1	1.7	1	1.5
Total	500	100.0	131	100.0	59	100.0	65	100.0

Table 6.230

Preselection of optional units in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Featured highly or very highly	137	62.0	32	80.0	16	84.2	11	57.9
Not a priority or unlikely to be included	73	33.0	5	12.5	2	10.5	6	31.6
No response	11	5.0	3	7.5	1	5.3	2	10.5
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.231

Action planning to complete assignments in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Action planning								
Featured highly or very highly	212	95.9	39	97.5	19	100.0	18	94.7
Not a priority or unlikely to be included	5	2.3	0	0.0	0	0.0	1	5.3
No response	4	1.8	1	2.5	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.232

Active learning in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Active learning								
Featured highly or very highly	211	95.4	38	95.0	19	100.0	19	100.0
Not a priority or unlikely to be included	6	2.7	1	2.5	0	0.0	0	0.0
No response	4	1.8	1	2.5	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.233

Unit test resit opportunities in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Resits								
Featured highly or very highly	207	93.7	37	92.5	19	100.0	19	100.0
Not a priority or unlikely to be included	10	4.5	2	5.0	0	0.0	0	0.0
No response	4	1.8	1	2.5	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.234

Advice and guidance on GNVQ in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Advice and guidance								
Featured highly or very highly	207	93.7	38	95.0	19	100.0	17	89.5
Not a priority or unlikely to be included	10	4.5	1	2.5	0	0.0	2	10.5
No response	4	1.8	1	2.5	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.235

Real world research in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Real world research								
Featured highly or very highly	188	85.1	29	72.5	19	100.0	16	84.1
Not a priority or unlikely to be included	23	10.4	7	17.5	0	0.0	3	15.9
No response	10	4.5	4	10.0	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.236

Separate grading criteria input in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Separate grading								
Featured highly or very highly	143	64.7	25	62.5	15	78.9	13	68.4
Not a priority or unlikely to be included	63	28.5	11	27.5	3	15.8	6	31.6
No response	15	6.8	4	10.0	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.237

Separate CAR and portfolio input in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Separate CAR and portfolio input								
Featured highly or very highly	82	37.1	17	42.5	10	52.6	9	47.4
Not a priority or unlikely to be included	94	42.5	17	42.5	5	26.3	8	42.1
No response	45	20.4	6	15.0	4	21.1	2	10.5
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.238

Advising students of unit certification in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Unit certification	N	%	N	%	N	%	N	%
Featured highly or very highly	166	75.1	29	72.5	13	68.4	15	78.9
Not a priority or unlikely to be included	46	20.8	8	20.0	6	31.6	4	21.1
No response	9	4.1	3	7.5	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.239

Accreditation of prior learning in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
APL	N	%	N	%	N	%	N	%
Featured highly or very highly	87	39.4	18	45.0	6	31.6	10	52.6
Not a priority or unlikely to be included	128	57.9	21	52.5	13	68.4	9	47.4
No response	6	2.7	1	2.5	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.240

Fast track completion option in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Fast track	N	%	N	%	N	%	N	%
Featured highly or very highly	54	24.4	12	30.0	2	10.5	7	36.8
Not a priority or unlikely to be included	157	71.1	27	67.5	15	79.0	12	63.2
No response	10	4.5	1	2.5	2	10.5	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.241

Diagnostic assessment in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Diagnostic assessment								
Featured highly or very highly	113	51.1	33	82.5	11	57.9	13	68.4
Not a priority or unlikely to be included	102	46.2	5	12.5	8	42.1	6	31.6
No response	6	2.7	2	5.0	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.242

Additional units in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Additional units								
Featured highly or very highly	61	27.6	30	75.0	7	36.8	11	57.9
Not a priority or unlikely to be included	148	67.0	9	22.5	11	57.9	8	42.1
No response	12	5.4	1	2.5	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.243

Formal lecture input in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Formal lectures								
Featured highly or very highly	103	46.6	28	70.0	13	68.4	9	47.4
Not a priority or unlikely to be included	112	50.7	11	27.5	5	26.3	10	52.6
No response	6	2.7	1	2.5	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.244

Negotiating individual GNVQ programmes in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Negotiation of programmes								
Featured highly or very highly	99	44.8	22	55.0	9	47.3	7	36.8
Not a priority or unlikely to be included	115	52.0	17	42.5	10	52.7	11	57.9
No response	7	3.2	1	2.5	0	0.0	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.245

Negotiating optional units in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Negotiation of optional units								
Featured highly or very highly	61	27.6	17	42.5	5	26.3	7	36.8
Not a priority or unlikely to be included	152	68.8	21	52.5	14	73.7	12	63.2
No response	8	3.6	2	5.0	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.246

Ongoing advice on GNVQ achievements in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Ongoing advice								
Featured highly or very highly	201	91.0	37	92.5	18	94.7	17	89.5
Not a priority or unlikely to be included	14	6.3	1	2.5	0	0.0	2	10.5
No response	6	2.7	2	5.0	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.247

Action planning to plan learning in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Action planning for learning								
Featured highly or very highly	202	91.4	38	95.0	18	94.7	19	100.0
Not a priority or unlikely to be included	14	6.3	1	2.5	0	0.0	0	0.0
No response	5	2.3	1	2.5	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.248

Study skills in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Study skills								
Featured highly or very highly	181	81.8	35	87.5	18	94.7	17	89.5
Not a priority or unlikely to be included	32	14.6	3	7.5	1	5.3	2	10.5
No response	8	3.6	2	5.0	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.249

Specific learner support in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Learner support								
Featured highly or very highly	159	72.0	38	95.0	16	84.2	18	94.7
Not a priority or unlikely to be included	55	24.8	0	0.0	2	10.5	1	5.3
No response	7	3.2	2	5.0	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.250

Student movements between levels in the same vocational area in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Movements between levels								
Featured highly or very highly	73	33.0	20	50.0	8	42.1	7	36.8
Not a priority or unlikely to be included	137	62.0	17	42.5	10	52.6	12	63.2
No response	11	5.0	3	7.5	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.251

Student movements between vocational areas in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Movements between vocational areas								
Featured highly or very highly	36	16.3	13	32.5	4	21.1	9	47.4
Not a priority or unlikely to be included	173	78.3	26	65.0	14	73.6	10	52.6
No response	12	5.4	1	2.5	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.252

Pastoral care by non-GNVQ tutors in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Pastoral care								
Featured highly or very highly	117	52.9	11	27.5	13	68.4	8	42.1
Not a priority or unlikely to be included	92	41.7	26	65.0	6	31.6	10	52.6
No response	12	5.4	3	7.5	0	0.0	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.253

Visits to industry by students in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Visits to industry								
Featured highly or very highly	188	85.0	32	80.0	16	84.2	15	78.9
Not a priority or unlikely to be included	28	12.7	7	17.5	3	15.8	3	15.8
No response	5	2.3	1	2.5	0	0.0	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.254

Visiting speakers in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Visiting speakers								
Featured highly or very highly	165	74.7	15	37.5	14	73.6	13	68.4
Not a priority or unlikely to be included	52	23.5	23	57.5	5	26.3	6	31.6
No response	4	1.8	2	5.0	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.255

Links with other GNVQ centres in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Links with other GNVQ centres								
Featured highly or very highly	68	30.8	6	15.0	3	15.8	3	15.8
Not a priority or unlikely to be included	147	66.5	33	82.5	16	84.2	16	84.2
No response	6	2.7	1	2.5	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.256

A range of resources that were easily accessible to students in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Range of resources								
Featured highly or very highly	204	92.2	38	95.0	18	94.7	19	100
Not a priority or unlikely to be included	12	5.4	1	2.5	1	5.3	0	0.0
No response	5	2.3	1	2.5	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.257

Use of the library in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Use of the library								
Featured highly or very highly	195	88.2	38	95.0	19	100.0	19	100.0
Not a priority or unlikely to be included	22	9.9	1	2.5	0	0.0	0	0.0
No response	4	1.8	1	2.5	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.258

Visits to/from FE/HE in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Visits to/from FE/HE								
Featured highly or very highly	56	25.4	20	50.0	7	36.9	8	42.1
Not a priority or unlikely to be included	159	71.9	18	45.0	12	63.1	11	57.9
No response	6	2.7	2	5.0	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.259

Industry information packs in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Industry information packs								
Featured highly or very highly	80	36.2	9	22.5	7	36.9	5	26.3
Not a priority or unlikely to be included	131	59.3	27	67.5	11	57.8	13	68.4
No response	10	4.5	4	10.0	1	5.3	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.260

Work experience in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Work experience								
Featured highly or very highly	203	91.9	35	87.5	18	94.7	18	94.7
Not a priority or unlikely to be included	14	6.3	4	10.0	1	5.3	1	5.3
No response	4	1.8	1	2.5	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.261

Order of course delivery and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Order of course								
Order of course predetermined by school/college	121	92.4	64	90.2	45	86.5	42	93.3
Order of course delivery determined by student	6	4.6	5	7.0	3	5.8	2	4.5
No response	4	3.0	2	2.8	4	7.7	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.262

Unit delivery linked to test dates and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Control of delivery								
Dependent or mostly dependent	95	72.5	44	62.0	35	67.3	30	66.7
Independent or mostly independent	35	26.7	25	35.2	15	28.8	15	33.3
No response	1	0.8	2	2.8	2	3.9	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.263

Learning tailored to individual needs and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Control of delivery								
Featured highly or very highly	91	69.5	62	87.4	42	80.8	33	73.3
Not a priority or unlikely to be included	36	27.5	7	9.8	8	15.4	10	22.2
No response	4	3.0	2	2.8	2	3.8	2	4.4
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.264

Integration of delivery across mandatory units and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Level of integration								
Complete or a high level of integration	24	18.3	17	24.0	7	13.5	15	33.3
Completely separate or a low level of integration	104	79.4	52	73.2	43	82.7	29	64.5
No response	3	2.3	2	2.8	2	3.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.265

Integration of delivery across mandatory and optional units and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
Level of integration	N	%	N	%	N	%	N	%
Complete or a high level of integration	21	16.0	13	18.3	6	11.5	9	20.0
Completely separate or a low level of integration	106	80.9	55	77.5	43	82.7	33	73.3
No response	4	3.1	3	4.2	3	5.8	3	6.7
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.266

Integration of delivery of vocational and key skill units and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
Level of integration	N	%	N	%	N	%	N	%
Complete or a high level of integration	94	71.8	57	80.3	43	82.7	36	80.0
Completely separate or a low level of integration	37	28.2	13	18.3	6	11.5	9	20.0
No response	0	0.0	1	1.4	3	5.8	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.267

Preselection of optional units and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
Preselection of optional units	N	%	N	%	N	%	N	%
Featured highly or very highly	95	72.5	41	57.8	32	61.5	28	62.2
Not a priority or unlikely to be included	31	23.7	27	38.0	16	30.8	12	26.7
No response	5	3.8	3	4.2	4	7.7	5	11.1
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.268

Influences on the optional units and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
Influence	N	%	N	%	N	%	N	%
Staff experience / specialism	112	33.0	59	40.7	42	32.1	37	26.4
Candidate choice	45	13.3	22	15.2	24	18.3	16	11.4
Centre timetable	61	18.0	21	14.5	21	16.0	20	14.3
HE requirements	48	14.2	16	11.0	16	12.2	32	22.9
Local industry requirements	30	8.8	13	9.0	13	9.9	14	10.0
FE requirements	30	8.8	8	5.4	8	6.1	15	10.7
Other	6	1.8	3	2.1	6	4.6	2	1.4
Compact agreements	7	2.1	3	2.1	1	0.8	4	2.9
Total	339	100.0	145	100.0	131	100.0	140	100.0

Table 6.269

Unit test resit opportunities and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
Unit test resits	N	%	N	%	N	%	N	%
Featured highly or very highly	123	93.9	67	94.4	48	92.3	44	97.8
Not a priority or unlikely to be included	6	4.6	4	5.6	2	3.8	0	0.0
No response	2	1.5	0	0.0	2	3.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.270

Separate grading criteria input and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
Separate grading	N	%	N	%	N	%	N	%
Featured highly or very highly	82	62.6	45	63.4	36	69.2	33	73.4
Not a priority or unlikely to be included	37	28.2	22	31.0	14	27.0	10	22.2
No response	12	9.2	4	5.6	2	3.8	2	4.4
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.271

Diagnostic assessment and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Diagnostic assessment								
Featured highly or very highly	77	58.8	41	57.8	23	44.2	29	64.5
Not a priority or unlikely to be included	51	38.9	29	40.8	26	50.0	15	33.3
No response	3	2.3	1	1.4	3	5.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.272

Accreditation of prior learning and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
APL								
Featured highly or very highly	50	38.2	27	38.0	23	44.2	21	46.6
Not a priority or unlikely to be included	77	58.8	44	62.0	27	52.0	23	51.2
No response	4	3.0	0	0.0	2	3.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.273

Separate CAR and portfolio input and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Separate CAR/portfolio input								
Featured highly or very highly	39	29.7	25	35.2	28	53.8	26	57.8
Not a priority or unlikely to be included	59	45.1	30	42.3	20	38.5	15	33.3
No response	33	25.2	16	22.5	4	7.7	4	8.9
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.274

Additional units and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Additional units								
Featured highly or very highly	55	42.0	20	28.2	10	19.2	24	53.4
Not a priority or unlikely to be included	72	55.0	47	66.2	37	71.2	20	44.4
No response	4	3.0	4	5.6	5	9.6	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.275

Fast track completion option and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Fast track								
Featured highly or very highly	29	22.1	18	25.4	14	26.9	14	31.1
Not a priority or unlikely to be included	98	74.8	49	69.0	35	67.3	29	64.5
No response	4	3.1	4	5.6	3	5.8	2	4.4
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.276

Real world research and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Real world research								
Featured highly or very highly	116	88.5	55	77.5	42	80.8	39	86.7
Not a priority or unlikely to be included	10	7.6	13	18.3	5	9.6	5	11.1
No response	5	3.8	3	4.2	5	9.6	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.277

Advising students of unit certification and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Unit certification								
Featured highly or very highly	90	68.7	57	80.3	42	80.8	34	75.6
Not a priority or unlikely to be included	33	25.2	13	18.3	8	15.4	10	22.2
No response	8	6.1	1	1.4	2	3.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.278

Action planning to complete assignments and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Action planning								
Featured highly or very highly	126	96.2	70	98.6	48	92.4	44	97.8
Not a priority or unlikely to be included	3	2.3	1	1.4	2	3.8	0	0.0
No response	2	1.5	0	0.0	2	3.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.279

Active learning and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Active learning								
Featured highly or very highly	127	97.0	67	94.4	49	94.3	44	97.8
Not a priority or unlikely to be included	2	1.5	4	5.6	1	1.9	0	0.0
No response	2	1.5	0	0.0	2	3.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.280

Action planning to plan learning and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Action planning for learning								
Featured highly or very highly	121	92.4	66	92.9	47	90.5	43	95.5
Not a priority or unlikely to be included	8	6.1	4	5.6	3	5.8	1	2.2
No response	2	1.5	1	1.4	2	3.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.281

Formal lecture input and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Formal lectures								
Featured highly or very highly	74	56.6	29	40.9	22	42.3	28	62.2
Not a priority or unlikely to be included	55	41.9	41	57.7	26	50.0	16	35.6
No response	2	1.5	1	1.4	4	7.7	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.282

Negotiating individual GNVQ programmes and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Negotiation of individual programmes								
Featured highly or very highly	55	42.0	35	49.3	26	50.0	21	46.7
Not a priority or unlikely to be included	73	55.7	35	49.3	23	44.2	22	48.9
No response	3	2.3	1	1.4	3	5.8	2	4.4
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.283

Ongoing advice on GNVQ achievements and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Ongoing advice								
Featured highly or very highly	122	93.1	64	90.1	46	88.4	41	91.2
Not a priority or unlikely to be included	4	3.1	7	9.9	4	7.6	2	4.4
No response	5	3.8	0	0.0	2	3.8	2	4.4
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.284

Negotiating optional units and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Negotiation of optional units								
Featured highly or very highly	35	26.7	20	28.2	17	32.7	18	40.0
Not a priority or unlikely to be included	92	70.3	49	69.0	32	61.5	26	57.8
No response	4	3.0	2	2.8	3	5.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.285

Pastoral care by non-GNVQ tutors and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Pastoral care								
Featured highly or very highly	66	50.4	39	54.9	23	44.2	21	46.7
Not a priority or unlikely to be included	60	45.8	30	42.3	24	46.2	20	44.4
No response	5	3.8	2	2.8	5	9.6	4	8.9
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.286

Study skills and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Featured highly or very highly	110	84.0	55	77.5	43	82.7	43	95.6
Not a priority or unlikely to be included	17	13.0	15	21.1	6	11.5	0	0.0
No response	4	3.0	1	1.4	3	5.8	2	4.4
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.287

Student movements between vocational areas and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Movements between vocational areas								
Featured highly or very highly	28	21.4	12	16.9	7	13.5	15	33.3
Not a priority or unlikely to be included	96	73.3	57	80.3	41	78.9	29	64.5
No response	7	5.3	2	2.8	4	7.6	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.288

Specific learner support and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Learner support								
Featured highly or very highly	97	74.1	57	80.3	37	71.2	40	88.9
Not a priority or unlikely to be included	30	22.9	13	18.3	11	21.1	4	8.9
No response	4	3.0	1	1.4	4	7.7	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.289

Student movements between levels in the same vocational area and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Movements between levels								
Featured highly or very highly	51	38.9	26	36.7	10	19.3	21	46.7
Not a priority or unlikely to be included	71	54.2	44	61.9	39	74.9	22	48.9
No response	9	6.9	1	1.4	3	5.8	2	4.4
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.290

A range of resources that were easily accessible to students and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
A range of resources								
Featured highly or very highly	123	93.9	66	93.0	46	88.5	44	97.8
Not a priority or unlikely to be included	5	3.8	5	7.0	4	7.7	0	0.0
No response	3	2.3	0	0.0	2	3.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.291

Use of the library and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
The library								
Featured highly or very highly	120	91.6	61	85.9	47	90.4	43	95.6
Not a priority or unlikely to be included	9	6.9	10	14.1	3	5.8	1	2.2
No response	2	1.5	0	0.0	2	3.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.292

Visiting speakers and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Visiting speakers								
Featured highly or very highly	88	67.1	50	70.4	36	69.2	33	73.3
Not a priority or unlikely to be included	40	30.5	21	29.5	14	26.9	11	24.4
No response	3	2.3	0	0.0	2	3.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.293

Industry information packs and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Industry information								
Featured highly or very highly	47	35.9	22	31.0	13	25.0	19	42.3
Not a priority or unlikely to be included	78	59.5	45	63.4	35	67.3	24	53.3
No response	6	4.6	4	5.6	4	7.7	2	4.4
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.294

Visits to/from FE/HE and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Visits								
Featured highly or very highly	48	36.7	13	18.3	12	23.1	18	40.0
Not a priority or unlikely to be included	79	60.3	57	80.3	38	73.1	26	57.8
No response	4	3.0	1	1.4	2	3.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.295

Visits to industry by students and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Visits								
Featured highly or very highly	116	88.5	59	83.1	41	78.8	35	77.7
Not a priority or unlikely to be included	12	9.2	12	16.9	9	17.3	8	17.7
No response	3	2.3	0	0.0	2	3.8	2	4.4
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.296

Work experience and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Work experience								
Featured highly or very highly	123	93.9	63	88.8	47	90.5	41	91.2
Not a priority or unlikely to be included	6	4.6	8	11.2	3	5.7	3	6.6
No response	2	1.5	0	0.0	2	3.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.297

Links with other GNVQ centres and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Links								
Featured highly or very highly	29	22.1	21	29.6	19	36.6	11	24.5
Not a priority or unlikely to be included	99	75.6	49	69.0	31	59.6	33	73.3
No response	3	2.3	1	1.4	2	3.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.298

Order of course delivery for centres and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Order of course predetermined by school/college	66	93.0	86	92.5	66	85.7	51	87.9
Order of course delivery determined by student	0	0.0	5	5.4	7	9.1	4	6.9
No response	5	7.0	2	2.1	4	5.2	3	5.2
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.299

Unit delivery linked to test dates and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Link to test dates								
Dependent or mostly dependent	51	71.8	64	68.8	54	70.1	33	56.9
Independent or mostly independent	14	19.7	28	30.1	22	28.6	25	43.1
No response	6	8.5	1	1.1	1	1.3	0	0.0
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.300

Learning tailored to individual needs and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Learning tailored to individual needs								
Featured highly or very highly	55	77.5	70	75.3	59	76.6	41	70.7
Not a priority or unlikely to be included	10	14.1	20	21.5	18	23.4	13	22.4
No response	6	8.4	3	3.2	0	0.0	4	6.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.301

Integration of delivery across mandatory units and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Complete or a high level of integration	11	15.5	20	21.5	24	31.2	8	13.8
Completely separate or a low level of integration	55	77.5	72	77.4	50	64.9	48	82.8
No response	5	7.0	1	1.1	3	3.9	2	3.4
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.302

Integration of delivery across mandatory and optional units and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Complete or a high level of integration	8	11.3	16	17.2	16	20.8	8	13.8
Completely separate or a low level of integration	58	81.7	75	80.6	54	70.1	48	82.8
No response	5	7.0	2	2.2	7	9.1	2	3.4
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.303

Preselection of optional units and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Featured highly or very highly	43	60.6	63	67.7	54	70.1	35	60.3
Not a priority or unlikely to be included	19	26.8	27	29.0	21	27.3	17	29.3
No response	9	12.6	3	3.3	2	2.6	6	10.4
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.304

Influences on the optional units and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Staff experience / specialism	57	43.2	78	37.0	62	32.8	51	39.5
Centre timetable	24	18.1	43	20.4	33	17.5	22	17.1
Candidate choice	20	15.2	37	17.5	27	14.3	20	15.5
HE requirements	20	15.2	32	15.2	39	20.6	21	16.3
FE requirements	9	6.8	17	8.1	22	11.6	13	10.1
Compact agreements	2	1.5	4	1.8	6	3.2	2	1.5
Total	132	100.0	211	100.0	189	100.0	129	100.0

Table 6.305

Active learning and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Active learning	65	91.5	89	95.7	77	100.0	53	91.4
Featured highly or very highly	1	1.4	4	4.3	0	0.0	2	3.4
Not a priority or unlikely to be included	5	7.1	0	0.0	0	0.0	3	5.2
No response	71	100.0	93	100.0	77	100.0	58	100.0
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.306

Advice and guidance on GNVQ and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Advice and guidance	64	90.1	87	93.5	73	94.8	54	93.1
Featured highly or very highly	2	2.8	6	6.5	4	5.2	1	1.7
Not a priority or unlikely to be included	5	7.1	0	0.0	0	0.0	3	5.2
No response	71	100.0	93	100.0	77	100.0	58	100.0
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.307

Separate grading criteria input and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
Separate grading	N	%	N	%	N	%	N	%
Featured highly or very highly	43	60.6	63	67.8	54	70.1	35	60.3
Not a priority or unlikely to be included	18	25.4	26	27.9	19	24.7	18	31.0
No response	10	14.0	4	4.3	4	5.2	5	8.7
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.308

Separate CAR and portfolio input and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
Separate CAR/portfolio input	N	%	N	%	N	%	N	%
Featured highly or very highly	27	38.0	36	38.7	34	44.2	20	34.5
Not a priority or unlikely to be included	25	35.2	34	36.6	37	48.1	27	46.6
No response	19	26.8	23	24.7	6	7.7	11	18.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.309

Additional units and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
Additional units	N	%	N	%	N	%	N	%
Featured highly or very highly	12	16.9	39	41.9	41	53.2	16	27.6
Not a priority or unlikely to be included	51	71.8	54	58.1	33	42.9	33	56.9
No response	8	11.3	0	0.0	3	3.9	9	15.5
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.310

Advising students of unit certification and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Unit certification								
Featured highly or very highly	50	70.4	72	77.4	56	72.7	42	72.4
Not a priority or unlikely to be included	16	22.5	19	20.4	18	23.4	11	19.0
No response	5	7.1	2	2.2	3	3.9	5	8.6
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.311

Action planning to plan learning and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Action planning for learning								
Featured highly or very highly	60	84.5	90	96.8	74	96.1	50	86.2
Not a priority or unlikely to be included	5	7.0	3	3.2	3	3.9	4	6.9
No response	6	8.5	0	0.0	0	0.0	4	6.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.312

Formal lecture input and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Formal lectures								
Featured highly or very highly	33	46.5	48	51.6	44	57.1	27	45.6
Not a priority or unlikely to be included	32	45.1	44	47.3	33	42.9	27	45.6
No response	6	8.4	1	1.1	0	0.0	4	6.8
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.313

Negotiating individual GNVQ programmes and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Negotiation of individual programmes								
Featured highly or very highly	27	38.0	37	39.8	44	57.2	26	44.8
Not a priority or unlikely to be included	37	52.1	56	60.2	32	41.5	28	48.3
No response	7	9.9	0	0.0	1	1.3	4	6.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.314

Negotiating optional units and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Negotiation of optional units								
Featured highly or very highly	13	18.3	27	29.0	34	44.2	15	25.9
Not a priority or unlikely to be included	50	70.4	66	71.0	42	54.5	39	67.2
No response	8	11.3	0	0.0	1	1.3	4	6.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.315

Ongoing advice on GNVQ achievements and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Ongoing advice								
Featured highly or very highly	61	86.0	88	94.6	70	90.9	51	87.9
Not a priority or unlikely to be included	5	7.0	4	4.3	5	6.5	3	5.2
No response	5	7.0	1	1.1	2	2.6	4	6.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.316

Study skills and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Study skills								
Featured highly or very highly	53	74.6	75	80.6	72	93.5	48	82.6
Not a priority or unlikely to be included	11	15.5	17	18.3	3	3.9	7	12.2
No response	7	9.9	1	1.1	2	2.6	3	5.2
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.317

Specific learner support and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Leaner support								
Featured highly or very highly	46	64.8	73	78.5	69	89.6	40	69.0
Not a priority or unlikely to be included	19	26.8	20	21.5	6	7.8	13	22.4
No response	6	8.4	0	0.0	2	2.6	5	8.6
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.318

Student movements between levels in the same vocational area and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Movements between levels								
Featured highly or very highly	21	29.6	31	33.3	36	46.7	19	32.8
Not a priority or unlikely to be included	42	59.2	60	64.5	40	52.0	32	51.2
No response	8	11.2	2	2.2	1	1.3	7	12.0
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.319

Student movements between vocational areas and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Movements between vocational areas								
Featured highly or very highly	13	18.3	18	19.4	20	26.0	11	19.0
Not a priority or unlikely to be included	51	71.8	73	78.5	56	72.7	40	69.0
No response	7	9.9	2	2.1	1	1.3	7	12.0
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.320

Pastoral care by non-GNVQ tutors and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Pastoral care								
Featured highly or very highly	37	52.1	45	48.4	37	48.0	27	46.6
Not a priority or unlikely to be included	27	38.0	46	49.5	38	49.4	23	39.7
No response	7	9.9	2	2.1	2	2.6	8	13.7
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.321

A range of resources that were easily accessible to students and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Range of resources								
Featured highly or very highly	62	87.3	90	96.7	76	98.7	48	82.8
Not a priority or unlikely to be included	4	5.6	2	2.2	1	1.3	7	12.1
No response	5	7.1	1	1.1	0	0.0	3	5.1
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.322

Use of the library and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Use of the library								
Featured highly or very highly	54	76.1	88	94.6	75	97.4	51	87.9
Not a priority or unlikely to be included	12	16.9	5	5.4	2	2.6	4	6.9
No response	5	7.0	0	0.0	0	0.0	3	5.2
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.323

Visits to industry by students and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Visits to industry								
Featured highly or very highly	55	77.5	80	86.0	69	89.6	44	75.9
Not a priority or unlikely to be included	11	15.5	13	14.0	7	9.1	10	17.2
No response	5	7.0	0	0.0	1	1.3	4	6.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.324

Visits to/from FE/HE and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Visits								
Featured highly or very highly	12	16.9	22	23.7	35	45.5	22	37.9
Not a priority or unlikely to be included	52	73.2	71	76.3	42	54.5	32	55.2
No response	7	9.9	0	0.0	0	0.0	4	6.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.325

Visiting speakers and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Visiting speakers								
Featured highly or very highly	54	76.1	63	67.7	48	62.3	39	67.2
Not a priority or unlikely to be included	11	15.5	30	32.3	29	37.7	16	27.6
No response	6	8.4	0	0.0	0	0.0	3	5.2
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.326

Links with other GNVQ centres and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Links								
Featured highly or very highly	18	25.4	19	20.4	12	15.6	30	51.7
Not a priority or unlikely to be included	47	66.2	74	79.6	65	84.4	24	41.4
No response	6	8.4	0	0.0	0	0.0	4	6.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.327

Influences on the optional units and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Influence						
Centre timetable	18	32.1	19	35.2	76	46.3
HE requirements	14	25.0	14	25.9	79	48.2
No response	24	42.9	21	38.9	9	5.5
Total	56	100.0	54	100.0	164	100.0

Table 6.328

Active learning and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Active learning	50	89.3	53	98.1	161	98.2
Featured highly or very highly						
Not a priority or unlikely to be included	5	8.9	1	1.9	1	0.6
No response	1	1.8	0	0.0	2	1.2
Total	56	100.0	54	100.0	164	100.0

Table 6.329

Advice and guidance on GNVQ and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Advice and guidance						
Featured highly or very highly	49	87.5	52	96.3	158	96.4
Not a priority or unlikely to be included	6	10.7	2	3.7	4	2.4
No response	1	1.8	0	0.0	2	1.2
Total	56	100.0	54	100.0	164	100.0

Table 6.330

Advising students of unit certification and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Unit certification						
Featured highly or very highly	39	69.6	40	74.1	124	75.6
Not a priority or unlikely to be included	15	26.8	13	24.1	33	20.1
No response	2	3.6	1	1.8	7	4.3
Total	56	100.0	54	100.0	164	100.0

Table 6.331

Additional units and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Additional units						
Featured highly or very highly	14	25.0	14	25.9	78	47.6
Not a priority or unlikely to be included	38	67.9	38	70.4	80	48.8
No response	4	7.1	2	3.7	6	3.6
Total	56	100.0	54	100.0	164	100.0

Table 6.332

Action planning to plan learning and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Action planning for learning						
Featured highly or very highly	50	89.3	49	90.7	158	96.4
Not a priority or unlikely to be included	5	8.9	4	7.4	4	2.4
No response	1	1.8	1	1.9	2	1.2
Total	56	100.0	54	100.0	164	100.0

Table 6.333

Ongoing advice on GNVQ achievements and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Ongoing advice						
Featured highly or very highly	49	87.5	48	88.9	154	93.9
Not a priority or unlikely to be included	5	8.9	5	9.2	6	3.7
No response	2	3.6	1	1.9	4	2.4
Total	56	100.0	54	100.0	164	100.0

Table 6.334

Negotiating individual GNVQ programmes and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
Negotiation of individual programmes	N	%	N	%	N	%
Featured highly or very highly	19	33.9	23	42.6	89	54.3
Not a priority or unlikely to be included	36	64.3	29	53.7	72	43.9
No response	1	1.8	2	3.7	3	1.8
Total	56	100.0	54	100.0	164	100.0

Table 6.335

Negotiating optional units and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
Negotiation of optional units	N	%	N	%	N	%
Featured highly or very highly	13	23.2	12	22.2	60	36.6
Not a priority or unlikely to be included	41	73.2	40	74.1	100	61.0
No response	2	3.6	2	3.7	4	2.4
Total	56	100.0	54	100.0	164	100.0

Table 6.336

Pastoral care by non-GNVQ tutors and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
Pastoral care	N	%	N	%	N	%
Featured highly or very highly	33	58.9	28	51.9	74	45.2
Not a priority or unlikely to be included	22	39.3	22	40.8	81	49.3
No response	1	1.8	4	7.3	9	5.5
Total	56	100.0	54	100.0	164	100.0

Table 6.337

Work experience and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Featured highly or very highly	47	83.9	50	92.6	154	93.9
Not a priority or unlikely to be included	8	14.3	4	7.4	8	4.9
No response	1	1.8	0	0.0	2	1.2
Total	56	100.0	54	100.0	164	100.0

Table 6.338

Visits to industry by students and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Featured highly or very highly	44	78.5	43	79.6	145	88.4
Not a priority or unlikely to be included	11	19.7	11	20.4	15	9.1
No response	1	1.8	0	0.0	4	2.5
Total	56	100.0	54	100.0	164	100.0

Table 6.339

Industry information packs and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Industry information packs						
Featured highly or very highly	13	23.2	19	35.2	62	37.8
Not a priority or unlikely to be included	42	75.0	30	55.6	95	57.9
No response	1	1.8	5	9.2	7	4.3
Total	56	100.0	54	100.0	164	100.0

Table 6.340

Links with other GNVQ centres and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Links						
Featured highly or very highly	13	23.2	13	24.1	49	29.9
Not a priority or unlikely to be included	42	75.0	39	72.2	113	68.9
No response	1	1.8	2	3.7	2	1.2
Total	56	100.0	54	100.0	164	100.0

Table 6.341

Order of course delivery and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Order of course								
Order of course predetermined by school/college	238	90.8	214	90.7	172	91.0	117	87.3
Order of course delivery determined by student	16	6.1	14	5.9	11	5.8	12	9.0
No response	8	3.1	8	3.4	6	3.2	5	3.7
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.342

Learning tailored to individual needs and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Learning tailored to individual needs								
Featured highly or very highly	203	77.4	185	78.4	147	77.8	112	83.6
Not a priority or unlikely to be included	52	19.8	45	19.0	38	20.1	19	14.2
No response	7	2.7	6	2.5	4	2.1	3	2.2
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.343

Integration of delivery across mandatory and optional units and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
Level of integration	N	%	N	%	N	%	N	%
Complete or a high level of integration	46	17.6	39	16.5	27	14.3	20	14.9
Completely separate or a low level of integration	205	78.2	188	79.7	156	82.5	108	80.6
No response	11	4.2	9	3.8	6	3.2	6	4.5
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.344

Influences on optional units and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
Influence	N	%	N	%	N	%	N	%
Candidate choice	95	22.7	84	23.2	74	22.4	55	21.7
Centre timetable	107	25.5	97	26.8	74	22.4	58	22.9
HE requirements	101	24.1	94	26.0	82	24.8	63	24.9
Local industry requirements	62	14.8	51	14.1	48	14.6	34	13.5
FE requirements	54	12.9	36	9.9	52	15.8	43	17.0
Total	419	100.0	362	100.0	330	100.0	253	100.0

Table 6.345

Advising students of unit certification and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
Unit certification	N	%	N	%	N	%	N	%
Featured highly or very highly	198	75.6	178	75.4	139	73.5	105	78.3
Not a priority or unlikely to be included	55	20.9	49	20.8	44	23.3	23	17.2
No response	9	3.4	9	3.8	6	3.2	6	4.5
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.346

Separate CAR and portfolio input and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Separate CAR/portfolio input								
Featured highly or very highly	107	40.8	92	39.0	72	38.1	61	45.5
Not a priority or unlikely to be included	111	42.4	100	42.4	85	45.0	57	42.5
No response	44	16.8	44	18.6	32	16.9	16	12.0
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.347

Additional units and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Additional units								
Featured highly or very highly	103	39.3	90	38.1	81	42.9	61	45.5
Not a priority or unlikely to be included	150	57.3	137	58.1	103	54.5	70	52.2
No response	9	3.4	9	3.8	5	2.6	3	2.3
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.348

Negotiating individual GNVQ programmes and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Negotiation of individual programmes								
Featured highly or very highly	121	46.2	114	48.3	96	50.8	71	53.0
Not a priority or unlikely to be included	135	51.5	117	43.6	90	47.6	61	45.5
No response	6	2.3	5	2.1	3	1.6	2	1.5
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.349

Negotiating optional units and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Negotiation of optional units								
Featured highly or very highly	84	32.0	73	30.9	65	34.4	47	35.1
Not a priority or unlikely to be included	174	66.4	157	66.5	121	64.1	85	63.4
No response	4	1.5	6	2.5	3	1.6	2	1.5
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.350

Separate grading criteria input and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Separate grading								
Featured highly or very highly	175	66.8	155	65.7	118	62.4	86	64.1
Not a priority or unlikely to be included	73	27.9	65	27.5	59	31.2	40	29.9
No response	14	5.3	16	6.8	12	6.2	8	6.0
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.351

Formal lecture input and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Formal lectures								
Featured highly or very highly	136	51.9	116	49.2	92	48.7	66	49.2
Not a priority or unlikely to be included	122	46.6	115	48.7	94	49.8	67	50.0
No response	4	1.5	5	2.1	3	1.6	1	0.7
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.352

Study skills and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Featured highly or very highly	222	84.7	204	86.4	165	87.3	119	88.8
Not a priority or unlikely to be included	33	12.6	26	11.0	19	10.1	12	9.0
No response	7	2.7	6	2.6	5	2.6	3	2.2
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.353

Student movements between vocational areas and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Movements between vocational areas								
Featured highly or very highly	58	22.1	53	22.5	44	23.3	36	26.8
Not a priority or unlikely to be included	194	74.0	174	73.7	138	73.1	94	70.2
No response	10	3.8	9	3.8	7	3.7	4	3.0
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.354

Work experience and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Work experience								
Featured highly or very highly	243	92.7	221	93.6	178	94.2	128	95.5
Not a priority or unlikely to be included	17	6.5	13	5.5	9	4.7	5	3.7
No response	2	0.8	2	0.9	2	1.1	1	0.8
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.355

Visits to/from FE/HE and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Visits to/from FE/HE								
Featured highly or very highly	81	30.9	72	30.5	62	32.8	49	36.6
Not a priority or unlikely to be included	177	67.6	159	67.4	124	65.6	84	62.7
No response	4	1.5	5	2.1	3	1.6	1	0.7
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.356

Pastoral care by non-GNVQ tutors and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Pastoral care								
Featured highly or very highly	129	49.2	113	47.9	91	48.1	60	44.7
Not a priority or unlikely to be included	122	46.5	111	49.1	91	48.1	67	50.0
No response	11	4.2	12	5.1	7	3.7	7	5.2
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.357

Order of course delivery and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Order of course						
Order of course predetermined by school/college	47	90.4	40	87.0	33	84.6
Order of course delivery determined by student	2	3.8	4	8.7	4	10.3
No response	3	5.8	2	4.3	2	5.1
Total	52	100.0	46	100.0	39	100.0

Table 6.358

Learning tailored to individual needs and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
Learning tailored to individual needs	N	%	N	%	N	%
Featured highly or very highly	43	82.7	36	78.3	26	66.7
Not a priority or unlikely to be included	8	15.4	9	19.6	11	28.2
No response	1	1.9	1	2.2	2	5.1
Total	52	100.0	46	100.0	39	100.0

Table 6.359

Unit delivery linked to test dates and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
Linked to test dates	N	%	N	%	N	%
Dependent or mostly dependent	32	61.6	30	65.3	29	74.4
Independent or mostly independent	19	36.5	14	30.4	10	25.6
No response	1	1.9	2	4.3	0	0.0
Total	52	100.0	46	100.0	39	100.0

Table 6.360

Integration of delivery of vocational and key skill units and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
Level of integration	N	%	N	%	N	%
Complete or a high level of integration	37	71.2	37	80.4	32	82.1
Completely separate or a low level of integration	15	28.8	8	17.4	7	17.9
No response	0	0.0	1	2.2	0	0.0
Total	52	100.0	46	100.0	39	100.0

Table 6.361

Integration of delivery across mandatory units and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Complete or a high level of integration	16	30.8	10	21.7	9	23.1
Completely separate or a low level of integration	35	67.3	35	76.1	30	76.9
No response	1	1.9	1	2.2	0	0.0
Total	52	100.0	46	100.0	39	100.0

Table 6.362

Integration of delivery across mandatory and optional units and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Complete or a high level of integration	33	63.5	4	8.7	24	61.5
Completely separate or a low level of integration	17	32.7	40	87.0	14	35.9
No response	2	3.8	2	4.3	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 6.363

Influences on the optional units and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Staff experience / specialism	39	31.5	38	27.7	33	33.3
Candidate choice	17	13.7	17	12.4	15	15.2
Centre timetable	17	13.7	20	14.6	5	5.1
HE requirements	24	19.4	29	21.2	20	20.2
Local industry requirements	13	10.5	12	8.8	12	12.1
FE requirements	11	8.9	16	11.7	10	10.1
Compact agreements	3	2.3	5	3.6	4	4.0
Total	124	100.0	137	100.0	99	100.0

Table 6.364

Preselection of optional units and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Featured highly or very highly	33	63.5	33	71.7	28	71.8
Not a priority or unlikely to be included	16	30.7	10	21.7	9	23.1
No response	3	5.8	3	6.5	2	5.1
Total	52	100.0	46	100.0	39	100.0

Table 6.365

Advising students of unit certification and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Unit certification						
Featured highly or very highly	36	69.2	34	73.9	29	74.4
Not a priority or unlikely to be included	14	26.9	9	19.6	7	17.9
No response	2	3.9	3	6.5	3	7.7
Total	52	100.0	46	100.0	39	100.0

Table 6.366

Separate grading criteria input and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Separate grading input						
Featured highly or very highly	28	53.8	25	54.3	23	59.0
Not a priority or unlikely to be included	21	40.4	16	34.8	12	30.7
No response	3	5.8	5	10.9	4	10.3
Total	52	100.0	46	100.0	39	100.0

Table 6.367

Advice and guidance on GNVQ and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
Advice and guidance	N	%	N	%	N	%
Featured highly or very highly	49	94.2	42	91.3	35	89.7
Not a priority or unlikely to be included	3	5.8	3	6.5	3	7.7
No response	0	0.0	1	2.2	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 6.368

Separate CAR and portfolio input and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
Separate CAR/portfolio input	N	%	N	%	N	%
Featured highly or very highly	14	26.9	19	41.3	14	35.9
Not a priority or unlikely to be included	29	55.8	22	37.8	18	46.2
No response	9	17.3	5	10.9	7	17.9
Total	52	100.0	46	100.0	39	100.0

Table 6.369

Additional units and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
Additional units	N	%	N	%	N	%
Featured highly or very highly	23	44.2	29	63.0	23	59.0
Not a priority or unlikely to be included	27	42.0	16	34.8	15	38.4
No response	2	3.8	1	2.2	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 6.370

Active learning and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Featured highly or very highly	51	98.1	44	95.6	38	97.4
Not a priority or unlikely to be included	1	1.9	1	2.2	0	0.0
No response	0	0.0	1	2.2	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 6.371

Action planning to plan learning and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Action planning for learning						
Featured highly or very highly	51	98.1	44	95.6	37	94.8
Not a priority or unlikely to be included	0	0.0	1	2.2	1	2.6
No response	1	1.9	1	2.2	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 6.372

Formal lecture input and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Formal lectures						
Featured highly or very highly	24	46.2	23	50.0	27	69.2
Not a priority or unlikely to be included	28	53.8	22	47.8	11	28.2
No response	0	0.0	1	2.2	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 6.373

Negotiating individual GNVQ programmes and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Negotiation of individual programmes						
Featured highly or very highly	28	53.8	30	65.3	19	48.7
Not a priority or unlikely to be included	24	46.2	14	30.4	18	46.2
No response	0	0.0	2	4.3	2	5.1
Total	52	100.0	46	100.0	39	100.0

Table 6.374

Study skills and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Study skills						
Featured highly or very highly	46	88.5	42	91.4	35	89.8
Not a priority or unlikely to be included	4	7.7	2	4.3	2	5.1
No response	2	3.8	2	4.3	2	5.1
Total	52	100.0	46	100.0	39	100.0

Table 6.375

Specific learner support and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Learner support						
Featured highly or very highly	44	84.6	44	95.6	35	89.7
Not a priority or unlikely to be included	8	15.4	1	2.2	3	7.7
No response	0	0.0	1	2.2	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 6.376

Student movements between vocational areas and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Movements between vocational areas						
Featured highly or very highly	13	25.0	15	32.6	11	28.2
Not a priority or unlikely to be included	37	71.2	30	65.2	26	66.7
No response	2	3.8	1	2.2	2	5.1
Total	52	100.0	46	100.0	39	100.0

Table 6.377

Negotiating optional units and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Negotiation of optional units						
Featured highly or very highly	21	40.4	16	34.8	15	38.5
Not a priority or unlikely to be included	29	45.7	29	63.1	23	58.9
No response	2	3.8	1	2.2	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 6.378

Pastoral care by non-GNVQ tutors and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Pastoral care						
Featured highly or very highly	23	44.2	20	43.5	21	53.8
Not a priority or unlikely to be included	24	46.1	22	47.8	16	41.0
No response	5	9.6	4	8.7	2	5.1
Total	52	100.0	46	100.0	39	100.0

Table 6.379

A range of resources that were easily accessible to students and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
Range of resources	N	%	N	%	N	%
Featured highly or very highly	47	90.4	45	97.8	38	97.4
Not a priority or unlikely to be included	4	7.7	0	0.0	0	0.0
No response	1	1.9	1	2.2	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 6.380

Use of the library and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
Use of the library	N	%	N	%	N	%
Featured highly or very highly	45	86.5	44	95.6	37	94.8
Not a priority or unlikely to be included	7	13.5	1	2.2	1	2.6
No response	0	0.0	1	2.2	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 6.381

Visits to industry by students and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
Visits to industry	N	%	N	%	N	%
Featured highly or very highly	42	80.9	34	73.9	34	87.2
Not a priority or unlikely to be included	10	19.1	10	21.8	3	7.7
No response	0	0.0	2	4.3	2	5.1
Total	52	100.0	46	100.0	39	100.0

Table 6.382

Visiting speakers and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Visiting speakers						
Featured highly or very highly	35	67.4	25	54.3	22	56.4
Not a priority or unlikely to be included	17	32.6	20	43.5	15	38.5
No response	0	0.0	1	2.2	2	5.1
Total	52	100.0	46	100.0	39	100.0

Table 6.383

Industry information packs and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Industry information packs						
Featured highly or very highly	15	28.9	11	23.9	14	35.9
Not a priority or unlikely to be included	37	71.1	34	73.9	22	56.4
No response	0	0.0	1	2.2	3	7.7
Total	52	100.0	46	100.0	39	100.0

Table 6.384

Links with other GNVQ centres and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Links						
Featured highly or very highly	19	36.5	5	10.9	6	15.4
Not a priority or unlikely to be included	32	61.5	40	87.0	32	82.1
No response	1	1.9	1	2.2	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 6.385

Visits to/from FE/HE and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
Visits to/from FE/HE	N	%	N	%	N	%
Featured highly or very highly	21	40.4	23	50.0	21	53.8
Not a priority or unlikely to be included	31	59.6	22	47.8	17	43.6
No response	0	0.0	1	2.2	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 6.386

Integration of delivery of vocational and key skill units and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Level of integration	N	%	N	%	N	%	N	%
Complete or a high level of integration	20	71.5	61	89.7	74	74.0	70	76.0
Completely separate or a low level of integration	8	28.5	7	10.3	25	25.0	20	21.8
No response	0	0.0	0	0.0	1	1.0	2	2.2
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.387

Integration of delivery across mandatory units and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Level of integration	N	%	N	%	N	%	N	%
Complete or a high level of integration	4	14.3	17	25.0	19	19.0	22	23.9
Completely separate or a low level of integration	22	78.6	51	75.0	79	79.0	68	73.9
No response	2	7.1	0	0.0	2	2.0	2	2.2
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.388

Integration of delivery across mandatory and optional units and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Level of integration	N	%	N	%	N	%	N	%
Complete or a high level of integration	5	17.8	14	20.6	13	13.0	16	17.4
Completely separate or a low level of integration	22	78.6	53	77.9	82	82.0	72	78.3
No response	1	3.6	1	1.5	5	5.0	4	4.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.389

Influences on the optional units and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Influence	N	%	N	%	N	%	N	%
Candidate choice	4	12.1	29	25.0	36	24.7	35	23.0
Centre timetable	8	24.2	23	19.8	49	33.6	39	25.7
Local industry requirements	5	15.2	15	12.9	20	13.6	29	19.1
FE requirements	6	18.2	18	15.5	19	13.0	17	11.2
HE requirements	10	30.3	31	26.8	22	15.1	32	21.0
Total	33	100.0	116	100.0	146	100.0	152	100.0

Table 6.390

Separate grading criteria input and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Separate grading input	N	%	N	%	N	%	N	%
Featured highly or very highly	15	53.6	46	67.6	68	68.0	61	66.3
Not a priority or unlikely to be included	11	39.3	18	26.5	25	25.0	27	29.3
No response	2	7.1	4	5.9	7	7.0	4	4.4
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.391

Advising students of unit certification and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Unit certification	N	%	N	%	N	%	N	%
Featured highly or very highly	15	53.5	54	79.4	72	72.0	75	81.5
Not a priority or unlikely to be included	12	42.9	12	17.7	24	24.0	15	16.3
No response	1	3.6	2	2.9	4	4.0	2	2.2
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.392

Additional units and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Additional units	N	%	N	%	N	%	N	%
Featured highly or very highly	8	28.6	28	41.2	36	36.0	34	37.0
Not a priority or unlikely to be included	20	71.4	38	55.9	58	58.0	54	58.7
No response	0	0.0	2	2.9	6	6.0	4	4.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.393

Separate CAR and portfolio input and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Separate CAR/portfolio input	N	%	N	%	N	%	N	%
Featured highly or very highly	12	42.8	28	41.2	38	38.0	37	40.2
Not a priority or unlikely to be included	12	42.9	27	39.7	44	44.0	37	40.2
No response	4	14.3	13	19.1	18	18.0	18	19.6
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.394

Action planning to plan learning and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Action planning for learning								
Featured highly or very highly	22	78.6	64	94.2	94	94.0	88	95.6
Not a priority or unlikely to be included	5	17.8	4	5.8	4	4.0	3	3.3
No response	1	3.6	0	0.0	2	2.0	1	1.1
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.395

Negotiating individual GNVQ programmes and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Negotiation of individual programmes								
Featured highly or very highly	8	28.5	31	45.6	46	46.0	48	52.2
Not a priority or unlikely to be included	20	71.5	34	50.0	51	51.0	43	47.7
No response	0	0.0	3	4.4	3	3.0	1	1.1
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.396

Negotiating optional units and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Negotiation of optional units								
Featured highly or very highly	6	21.5	21	30.9	30	30.0	31	33.7
Not a priority or unlikely to be included	21	75.0	46	67.6	67	67.0	58	63.0
No response	1	3.5	1	1.5	3	3.0	3	3.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.397

Use of the library and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Use of the library								
Featured highly or very highly	23	82.1	60	88.2	91	91.0	88	95.6
Not a priority or unlikely to be included	5	17.9	8	11.8	7	7.0	3	3.3
No response	0	0.0	0	0.0	2	2.0	1	1.1
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.398

Visits to industry by students and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Visits to industry								
Featured highly or very highly	21	75.0	56	82.4	87	87.0	81	88.0
Not a priority or unlikely to be included	7	25.0	11	16.2	11	11.0	10	10.9
No response	0	0.0	1	1.4	2	2.0	1	1.1
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.399

Visiting speakers and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Visiting speakers								
Featured highly or very highly	18	64.3	46	67.6	72	72.0	66	71.7
Not a priority or unlikely to be included	9	32.2	22	32.4	26	26.0	25	27.2
No response	1	3.5	0	0.0	2	2.0	1	1.1
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.400

Industry information packs and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Industry information packs								
Featured highly or very highly	7	25.0	20	29.4	39	39.0	31	33.7
Not a priority or unlikely to be included	19	67.9	45	66.2	57	57.0	56	60.9
No response	2	7.1	3	4.4	4	4.0	5	5.4
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.401

Links with other GNVQ centres and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Links								
Featured highly or very highly	6	21.4	17	25.0	25	25.0	29	31.5
Not a priority or unlikely to be included	22	78.6	51	75.0	71	71.0	62	67.4
No response	0	0.0	0	0.0	4	4.0	1	1.1
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.402

Formal lecture input and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Formal lectures								
Featured highly or very highly	20	71.5	30	44.1	42	42.0	54	58.7
Not a priority or unlikely to be included	8	28.5	37	54.4	56	56.0	35	38.0
No response	0	0.0	1	1.5	2	2.0	3	3.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.403

Ongoing advice on GNVQ achievements and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Ongoing advice								
Featured highly or very highly	24	85.7	65	95.6	92	92.0	83	90.2
Not a priority or unlikely to be included	4	14.3	2	2.9	4	4.0	7	7.6
No response	0	0.0	1	1.5	4	4.0	2	2.2
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.404

Study skills and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Study skills								
Featured highly or very highly	20	71.4	58	85.3	82	82.0	83	90.2
Not a priority or unlikely to be included	8	28.6	9	13.2	14	14.0	6	6.5
No response	0	0.0	1	1.5	4	4.0	3	3.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.405

Specific learner support and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Learner support								
Featured highly or very highly	19	67.9	55	80.9	75	75.0	75	81.5
Not a priority or unlikely to be included	7	25.0	13	19.1	21	21.0	15	16.3
No response	2	7.1	0	0.0	4	4.0	2	2.2
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.406

Student movements between levels in the same vocational area and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Movements between levels	N	%	N	%	N	%	N	%
Featured highly or very highly	8	28.6	28	41.2	33	33.0	37	40.2
Not a priority or unlikely to be included	18	64.3	39	57.3	61	61.0	52	56.5
No response	2	7.1	1	1.5	6	6.0	3	3.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.407

Individual careers advice in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Careers advice	N	%	N	%	N	%	N	%
Featured highly or very highly	207	93.7	36	90.0	18	94.7	18	94.7
Not a priority or unlikely to be included	8	3.6	2	5.0	1	5.3	0	0.0
No response	6	2.7	2	5.0	0	0.0	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.408

Group careers advice in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Group advice	N	%	N	%	N	%	N	%
Featured highly or very highly	156	70.6	28	70.0	15	78.9	12	63.2
Not a priority or unlikely to be included	54	24.4	9	22.5	3	15.8	6	31.5
No response	11	5.0	3	7.5	1	5.3	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.409

Use of local authority careers advisor in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Careers advisor								
Featured highly or very highly	189	85.5	30	75.0	16	73.7	14	73.7
Not a priority or unlikely to be included	26	11.8	7	17.5	3	15.8	4	21.0
No response	6	2.7	3	7.5	0	0.0	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.410

Advice on using the portfolio after the course in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Advice on portfolio								
Featured highly or very highly	120	54.3	26	65.0	9	47.4	12	63.2
Not a priority or unlikely to be included	91	41.2	11	27.5	10	52.6	6	31.5
No response	10	4.5	3	7.5	0	0.0	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.411

Advising students of GNVQ achievements in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Advice on achievements								
Featured highly or very highly	203	91.9	38	95.0	18	94.7	17	89.4
Not a priority or unlikely to be included	10	4.5	0	0.0	1	5.3	1	5.3
No response	8	3.6	10	5.0	0	0.0	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.412

Advising students of unit certification in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Unit certification								
Featured highly or very highly	188	85.1	31	77.5	16	84.2	16	84.2
Not a priority or unlikely to be included	26	11.8	3	7.5	3	15.8	2	10.5
No response	7	3.1	6	15.0	0	0.0	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.413

Negotiating individual programmes for completion of GNVQ in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Negotiation of individual programmes								
Featured highly or very highly	186	84.2	35	87.5	14	73.7	17	89.4
Not a priority or unlikely to be included	26	11.8	2	5.0	4	21.0	1	5.3
No response	9	4.0	3	7.5	1	5.3	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.414

Workshops on completing Cumulative assessment records and portfolios in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Workshops								
Featured highly or very highly	140	63.3	28	70.0	13	68.4	16	84.2
Not a priority or unlikely to be included	69	31.3	8	20.0	5	26.3	2	10.5
No response	12	5.4	4	10.0	1	5.3	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.415

Fast-track completion option in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Fast track								
Featured highly or very highly	53	24.0	16	40.0	2	10.5	4	21.0
Not a priority or unlikely to be included	152	68.8	19	47.5	16	84.2	14	73.7
No response	16		5	12.5	1	5.3	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.416

Visits to/from Industry, FE, HE in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Visits								
Featured highly or very highly	147	66.5	26	65.0	14	73.7	11	57.9
Not a priority or unlikely to be included	63	28.5	10	25.0	5	26.3	7	36.8
No response	11	5.0	4	10.0	0	0.0	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.417

Completing FE applications in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
FE applications								
Featured highly or very highly	164	74.2	24	60.0	14	73.7	11	57.9
Not a priority or unlikely to be included	46	20.8	5	12.5	5	26.3	7	36.8
No response	11	5.0	11	27.5	0	0.0	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.418

Completing HE applications in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
HE applications								
Featured highly or very highly	151	68.3	33	82.5	15	78.9	13	68.4
Not a priority or unlikely to be included	58	26.2	4	10.0	4	21.1	5	26.3
No response	12	5.5	3	7.5	0	0.0	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.419

Completing employment applications in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Employment applications								
Featured highly or very highly	185	83.7	35	87.5	18	94.7	17	89.4
Not a priority or unlikely to be included	28	12.7	2	5.0	1	5.3	1	5.3
No response	8	3.6	3	7.5	0	0.0	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.420

Selection of another course (not GNVQ) in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Selection of another course								
Featured highly or very highly	172	77.8	36	90.0	16	84.2	16	84.2
Not a priority or unlikely to be included	39	17.6	2	5.0	2	10.5	2	10.5
No response	10	4.6	2	5.0	1	5.3	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.421

Selection of next level GNVQ course in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Selection of next level of GNVQ								
Featured highly or very highly	183	82.8	33	82.5	16	84.2	14	73.7
Not a priority or unlikely to be included	28	12.7	2	5.0	1	5.3	4	21.0
No response	10	4.5	5	12.5	2	10.5	1	5.3
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 6.422

Individual careers advice and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Careers advice								
Featured highly or very highly	126	96.2	66	93.0	47	90.4	40	88.9
Not a priority or unlikely to be included	4	3.0	4	5.6	2	3.8	1	2.2
No response	1	0.8	1	1.4	3	5.8	4	8.9
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.423

Use of local authority careers advisor and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Careers advisor								
Featured highly or very highly	112	85.5	59	83.1	43	82.7	35	77.8
Not a priority or unlikely to be included	17	13.0	11	15.5	6	11.5	6	13.3
No response	2	1.5	1	1.4	3	5.8	4	8.9
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.424

Group careers advice and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Group advice								
Featured highly or very highly	92	70.2	50	70.4	35	67.3	34	75.6
Not a priority or unlikely to be included	33	25.2	20	28.2	13	25.0	6	13.3
No response	6	4.6	1	1.4	4	7.7	5	11.1
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.425

Advice on using the portfolio after the course and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Advice on portfolio								
Featured highly or very highly	75	57.3	38	53.5	27	51.9	27	60.0
Not a priority or unlikely to be included	51	38.9	32	45.1	21	40.4	14	31.1
No response	5	3.8	1	1.4	4	7.7	4	8.9
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.426

Advising students of GNVQ achievements and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Advice on achievements								
Featured highly or very highly	121	92.4	69	97.2	46	88.4	40	88.9
Not a priority or unlikely to be included	7	5.3	1	1.4	3	5.8	1	2.2
No response	3	2.3	1	1.4	3	5.8	4	8.9
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.427

Advising students of unit certification and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Unit certification								
Featured highly or very highly	109	83.2	63	88.7	41	78.8	38	84.4
Not a priority or unlikely to be included	17	13.0	6	8.5	8	15.4	3	6.7
No response	5	3.8	2	2.8	3	5.8	4	8.9
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.428

Negotiating individual programmes for completion of GNVQ and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Negotiation of individual programmes								
Featured highly or very highly	111	84.7	63	88.7	41	78.8	37	82.2
Not a priority or unlikely to be included	16	12.2	7	9.9	7	13.5	3	6.7
No response	4	3.1	1	1.4	4	7.7	5	11.1
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.429

Workshops on completing Cumulative assessment records and portfolios and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Workshops								
Featured highly or very highly	80	61.1	43	60.6	37	71.2	37	82.2
Not a priority or unlikely to be included	43	32.8	25	35.2	12	23.1	4	8.9
No response	8	6.1	3	4.2	3	5.7	4	8.9
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.430

Fast track completion option and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Fast track								
Featured highly or very highly	31	23.7	18	25.4	14	26.9	12	26.7
Not a priority or unlikely to be included	92	70.2	48	67.6	34	65.4	27	60.0
No response	8	6.1	5	7.0	4	7.7	6	13.3
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.431

Visits to/from Industry, FE, HE and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Visits to/from FE/HE								
Featured highly or very highly	96	73.3	48	67.6	31	59.6	23	51.1
Not a priority or unlikely to be included	31	23.7	19	26.8	18	34.6	17	37.8
No response	4	3.0	4	5.6	3	5.8	5	11.1
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.432

Completing HE applications and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
HE applications								
Featured highly or very highly	100	76.3	46	64.8	31	59.6	35	77.8
Not a priority or unlikely to be included	24	18.3	23	32.4	18	34.6	6	13.3
No response	7	5.4	2	2.8	3	5.8	4	8.9
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.433

Completing employment applications and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Employment applications								
Featured highly or very highly	118	90.1	61	85.9	41	78.8	35	77.8
Not a priority or unlikely to be included	10	7.6	8	11.3	8	15.4	6	13.3
No response	3	2.3	2	2.8	3	5.8	4	8.9
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.434

Selection of another course (not GNVQ) and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Selection of another course								
Featured highly or very highly	109	83.2	55	77.5	38	73.1	38	84.4
Not a priority or unlikely to be included	19	14.5	12	16.9	11	21.1	3	6.7
No response	3	2.3	4	5.6	3	5.8	4	8.9
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.435

Completing FE applications and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
FE applications								
Featured highly or very highly	95	72.5	54	76.1	35	67.3	29	64.4
Not a priority or unlikely to be included	26	19.8	14	19.7	14	26.9	9	20.0
No response	10	7.7	3	4.2	3	5.8	7	15.6
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.436

Selection of next level GNVQ course and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Selection of next level of GNVQ								
Featured highly or very highly	113	86.3	62	87.3	32	61.5	39	86.7
Not a priority or unlikely to be included	12	9.2	7	9.9	14	26.9	2	4.4
No response	6	4.5	2	2.8	6	11.6	4	8.9
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 6.437

Group careers advice and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Group advice								
Featured highly or very highly	46	64.8	59	63.5	59	76.6	44	75.9
Not a priority or unlikely to be included	14	19.7	31	33.3	16	20.8	11	19.0
No response	11	15.5	3	3.2	2	2.6	3	5.1
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.438

Advice on using the portfolio after the course and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Advice on portfolio								
Featured highly or very highly	36	50.7	48	51.6	54	70.1	27	46.6
Not a priority or unlikely to be included	27	38.0	41	44.1	21	27.3	28	48.3
No response	8	11.3	4	4.3	2	2.6	3	5.1
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.439

Advising students of GNVQ achievements and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Advice on achievements								
Featured highly or very highly	60	84.5	87	93.6	75	97.4	51	87.9
Not a priority or unlikely to be included	3	4.2	3	3.2	2	2.6	4	6.9
No response	8	11.3	3	3.2	0	0.0	3	5.2
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.440

Advising students of unit certification and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Unit certification								
Featured highly or very highly	54	76.1	81	87.1	67	87.0	46	79.3
Not a priority or unlikely to be included	8	11.3	10	10.8	8	10.4	8	13.8
No response	9	12.6	2	2.1	2	2.6	4	6.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.441

Negotiating individual programmes for completion of GNVQ and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Negotiation of individual programmes								
Featured highly or very highly	55	77.4	77	82.8	70	91.0	47	81.0
Not a priority or unlikely to be included	8	11.3	12	12.9	5	6.5	8	13.8
No response	8	11.3	4	4.3	2	2.5	3	5.2
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.442

Workshops on completing Cumulative assessment records and portfolios and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Workshops								
Featured highly or very highly	36	50.7	62	66.7	58	75.4	38	65.5
Not a priority or unlikely to be included	25	35.2	27	29.0	18	23.4	14	24.1
No response	10	14.1	4	4.3	1	1.2	6	10.4
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.443

Fast track completion option and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Fast track								
Featured highly or very highly	13	18.3	19	20.5	23	29.9	19	32.7
Not a priority or unlikely to be included	46	64.8	69	74.2	48	62.3	36	62.1
No response	12	16.9	5	5.3	6	7.8	3	5.2
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.444

Completing FE applications and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
FE applications								
Featured highly or very highly	48	67.6	64	68.8	56	72.8	43	74.1
Not a priority or unlikely to be included	12	16.9	22	23.7	17	22.1	11	19.0
No response	11	15.5	7	7.5	4	5.1	4	6.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.445

Completing HE applications and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
HE applications								
Featured highly or very highly	44	62.0	65	69.9	61	79.2	40	69.0
Not a priority or unlikely to be included	18	25.4	23	24.7	15	19.5	14	24.1
No response	9	12.6	5	5.4	1	1.3	4	6.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.446

Completing employment applications and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Employment applications								
Featured highly or very highly	57	80.3	82	88.2	69	89.6	45	77.6
Not a priority or unlikely to be included	5	7.0	8	8.6	8	10.4	10	17.2
No response	9	12.7	3	3.2	0	0.0	3	5.2
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.447

Selection of next level GNVQ course and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Selection of next level of GNVQ								
Featured highly or very highly	54	76.1	78	83.9	67	87.0	45	77.6
Not a priority or unlikely to be included	8	11.3	10	10.8	9	11.7	7	12.1
No response	9	12.6	5	5.3	1	1.3	6	10.3
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 6.448

Individual careers advice and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Careers advice						
Featured highly or very highly	55	97.2	50	92.6	150	91.5
Not a priority or unlikely to be included	0	0.0	3	5.6	7	4.3
No response	1	1.8	1	1.8	7	4.2
Total	56	100.0	54	100.0	164	100.0

Table 6.449

Group careers advice and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Group advice						
Featured highly or very highly	35	62.5	36	66.7	120	73.1
Not a priority or unlikely to be included	19	33.9	14	25.9	36	22.0
No response	2	3.6	4	7.4	8	4.9
Total	56	100.0	54	100.0	164	100.0

Table 6.450

Advice on using the portfolio after the course and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Advice on portfolio						
Featured highly or very highly	25	44.6	26	48.2	104	63.4
Not a priority or unlikely to be included	28	50.0	26	48.2	53	32.3
No response	3	5.4	2	3.6	7	4.3
Total	56	100.0	54	100.0	164	100.0

Table 6.451

Advising students of GNVQ achievements and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Advice on achievements						
Featured highly or very highly	49	87.5	51	94.5	153	93.3
Not a priority or unlikely to be included	6	10.7	1	1.8	5	3.0
No response	1	1.8	2	3.7	6	3.7
Total	56	100.0	54	100.0	164	100.0

Table 6.452

Advising students of unit certification and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Unit certification						
Featured highly or very highly	44	78.6	46	85.2	140	85.4
Not a priority or unlikely to be included	11	19.6	6	11.1	15	9.1
No response	1	1.8	2	3.7	9	5.5
Total	56	100.0	54	100.0	164	100.0

Table 6.453

Negotiating individual programmes for completion of GNVQ and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Negotiation of individual programmes						
Featured highly or very highly	43	76.8	47	87.0	146	89.0
Not a priority or unlikely to be included	11	19.6	5	9.3	11	6.7
No response	2	3.6	2	3.7	7	4.3
Total	56	100.0	54	100.0	164	100.0

Table 6.454

Fast track completion option and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Featured highly or very highly	12	21.4	11	20.4	44	26.8
Not a priority or unlikely to be included	42	75.0	38	70.4	106	64.6
No response	2	3.6	5	9.2	14	8.6
Total	56	100.0	54	100.0	164	100.0

Table 6.455

Selection of another course (not GNVQ) and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Selection of another course						
Featured highly or very highly	43	76.8	43	79.6	135	82.3
Not a priority or unlikely to be included	11	19.6	9	16.7	21	12.8
No response	2	3.6	2	3.7	8	4.9
Total	56	100.0	54	100.0	164	100.0

Table 6.456

Selection of next level GNVQ course and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Selection of next level of GNVQ						
Featured highly or very highly	41	73.2	44	81.5	144	87.8
Not a priority or unlikely to be included	13	23.2	7	13.0	9	5.5
No response	2	3.6	3	5.5	11	6.7
Total	56	100.0	54	100.0	164	100.0

Table 6.457

Use of local authority careers advisor and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Careers advisor								
Featured highly or very highly	223	85.1	200	84.8	163	86.2	117	87.4
Not a priority or unlikely to be included	33	12.6	30	12.7	23	12.2	14	10.4
No response	6	2.3	6	2.5	3	1.6	3	2.2
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.458

Group careers advice and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Group advice								
Featured highly or very highly	190	72.5	170	72.1	138	73.0	103	76.9
Not a priority or unlikely to be included	61	23.3	56	23.7	44	23.3	27	20.1
No response	11	4.2	10	4.2	7	3.7	4	3.0
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.459

Workshops on completing Cumulative assessment records and portfolios and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Workshops								
Featured highly or very highly	176	67.2	158	67.0	128	67.7	97	72.4
Not a priority or unlikely to be included	73	27.8	66	28.0	55	29.1	33	24.6
No response	13	5.0	12	5.0	6	3.2	4	3.0
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.460

Fast track completion option and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Fast track								
Featured highly or very highly	68	25.9	60	25.5	47	24.9	42	31.3
Not a priority or unlikely to be included	177	67.6	160	67.8	131	69.3	84	62.7
No response	17	6.5	16	6.7	11	5.8	8	6.0
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.461

Advice on using the portfolio after the course and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Advice on portfolio								
Featured highly or very highly	146	55.7	133	56.4	107	56.6	76	46.7
Not a priority or unlikely to be included	106	40.5	94	39.8	76	40.2	54	40.3
No response	10	3.8	9	3.8	6	3.2	4	3.0
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.462

Visits to/from Industry, FE, HE and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Visits								
Featured highly or very highly	175	66.8	164	69.5	126	66.7	90	67.2
Not a priority or unlikely to be included	75	28.6	59	25.0	55	29.1	37	27.6
No response	12	4.6	13	5.5	8	4.2	7	5.2
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.463

Completing HE applications and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
HE applications	N	%	N	%	N	%	N	%
Featured highly or very highly	194	74.1	170	72.0	147	77.8	98	73.1
Not a priority or unlikely to be included	57	21.7	54	22.9	36	19.0	29	21.6
No response	11	4.2	12	5.1	6	3.2	7	5.3
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.464

Completing FE applications and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
FE applications	N	%	N	%	N	%	N	%
Featured highly or very highly	193	73.7	172	72.9	141	74.6	103	76.9
Not a priority or unlikely to be included	53	20.2	47	19.9	37	19.6	22	16.4
No response	16	6.1	17	7.2	11	5.8	9	6.7
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.465

Selection of another course (not GNVQ) and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
Selection of another course	N	%	N	%	N	%	N	%
Featured highly or very highly	215	82.1	195	82.6	157	83.1	114	85.1
Not a priority or unlikely to be included	37	14.1	30	12.7	26	13.8	15	11.2
No response	10	3.8	11	4.7	6	3.1	5	3.7
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.466

Selection of next level GNVQ course and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Selection of next level of GNVQ								
Featured highly or very highly	225	85.9	204	86.4	163	86.2	118	88.1
Not a priority or unlikely to be included	26	9.9	21	8.9	20	10.6	11	8.2
No response	11	4.2	11	4.7	6	3.2	5	3.7
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.467

Completing employment applications and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Employment applications								
Featured highly or very highly	228	87.0	204	86.4	167	88.4	114	85.1
Not a priority or unlikely to be included	27	10.3	24	10.2	18	9.5	16	11.9
No response	7	2.7	8	3.4	4	2.1	4	3.0
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 6.468

Individual careers advice and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Careers advice						
Featured highly or very highly	49	94.2	44	95.7	35	89.7
Not a priority or unlikely to be included	2	3.8	0	0.0	3	7.7
No response	1	2.0	2	4.3	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 6.469

Group careers advice and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Group advice						
Featured highly or very highly	35	67.3	34	73.9	28	71.8
Not a priority or unlikely to be included	16	30.7	9	19.6	7	17.9
No response	1	2.0	3	6.5	4	10.3
Total	52	100.0	46	100.0	39	100.0

Table 6.470

Use of local authority careers advisor and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Careers advisor						
Featured highly or very highly	44	84.6	38	82.6	32	82.1
Not a priority or unlikely to be included	7	13.4	6	13.0	5	12.8
No response	1	2.0	2	4.4	2	5.1
Total	52	100.0	46	100.0	39	100.0

Table 6.471

Advice on using the portfolio after the course and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Advice on portfolio						
Featured highly or very highly	30	57.7	31	67.4	23	59.0
Not a priority or unlikely to be included	21	40.4	13	28.3	14	35.9
No response	1	1.9	2	4.3	2	5.1
Total	52	100.0	46	100.0	39	100.0

Table 6.472

Advising students of GNVQ achievements and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Advice on achievements						
Featured highly or very highly	49	94.2	44	95.7	23	59.0
Not a priority or unlikely to be included	2	3.8	0	0.0	15	38.5
No response	1	2.0	2	4.3	1	2.5
Total	52	100.0	46	100.0	39	100.0

Table 6.473

Advising students of unit certification and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Unit certification						
Featured highly or very highly	45	86.5	38	82.6	30	77.0
Not a priority or unlikely to be included	6	11.5	4	8.7	5	12.8
No response	1	2.0	4	8.7	4	10.2
Total	52	100.0	46	100.0	39	100.0

Table 6.474

Workshops on completing Cumulative assessment records and portfolios and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Workshops						
Featured highly or very highly	39	75.0	36	78.3	24	61.5
Not a priority or unlikely to be included	11	21.2	7	15.2	13	33.3
No response	2	3.8	3	6.5	2	5.2
Total	52	100.0	46	100.0	39	100.0

Table 6.475

Fast-track completion option and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Fast track						
Featured highly or very highly	16	30.8	18	39.1	13	33.3
Not a priority or unlikely to be included	32	61.5	23	50.0	22	56.4
No response	4	7.7	5	10.9	4	10.3
Total	52	100.0	46	100.0	39	100.0

Table 6.476

Negotiating individual programmes for completion of GNVQ and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Negotiation of individual programmes						
Featured highly or very highly	48	92.3	41	89.2	36	92.3
Not a priority or unlikely to be included	3	5.8	2	4.3	1	2.6
No response	1	1.9	3	6.5	2	5.1
Total	52	100.0	46	100.0	39	100.0

Table 6.477

Visits to/from Industry, FE, HE and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Visits						
Featured highly or very highly	38	73.1	31	67.4	25	64.1
Not a priority or unlikely to be included	11	21.2	11	23.9	10	25.6
No response	3	5.7	4	8.7	4	10.3
Total	52	100.0	46	100.0	39	100.0

Table 6.478

Completing FE applications and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
FE applications						
Featured highly or very highly	41	78.8	31	67.4	23	59.0
Not a priority or unlikely to be included	9	17.3	9	19.6	9	23.1
No response	2	3.9	6	13.0	7	17.9
Total	52	100.0	46	100.0	39	100.0

Table 6.479

Selection of next level GNVQ course and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Selection of next level of GNVQ						
Featured highly or very highly	48	92.3	40	87.0	33	84.6
Not a priority or unlikely to be included	3	5.8	2	4.3	2	5.1
No response	1	1.9	4	8.7	4	10.3
Total	52	100.0	46	100.0	39	100.0

Table 6.480

Completing HE applications and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
HE applications						
Featured highly or very highly	35	67.3	39	84.8	27	69.2
Not a priority or unlikely to be included	15	28.8	4	8.7	9	23.1
No response	2	3.9	3	6.5	3	7.7
Total	52	100.0	46	100.0	39	100.0

Table 6.481

Completing employment applications and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Employment applications						
Featured highly or very highly	42	80.8	42	91.4	34	87.2
Not a priority or unlikely to be included	9	17.3	2	4.3	2	5.1
No response	1	1.9	2	4.3	3	7.7
Total	52	100.0	46	100.0	39	100.0

Table 6.482

Selection of another course (not GNVQ) and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Selection of another course						
Featured highly or very highly	43	82.7	40	87.0	34	87.2
Not a priority or unlikely to be included	6	11.5	3	6.5	4	10.2
No response	3	5.8	3	6.5	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 6.483

Use of local authority careers advisor and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Careers advisor								
Featured highly or very highly	18	64.3	56	82.4	83	83.0	84	91.3
Not a priority or unlikely to be included	8	28.6	11	16.2	15	15.0	5	5.4
No response	2	7.1	1	1.4	2	2.0	3	3.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.484

Group careers advice and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Group advice	N	%	N	%	N	%	N	%
Featured highly or very highly	14	50.0	48	70.6	73	73.0	72	78.3
Not a priority or unlikely to be included	12	42.9	19	27.9	21	21.0	15	16.3
No response	2	7.1	1	1.5	6	6.0	5	5.4
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.485

Advice on using the portfolio after the course and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Advice on portfolio	N	%	N	%	N	%	N	%
Featured highly or very highly	12	42.9	42	61.8	54	54.0	55	59.8
Not a priority or unlikely to be included	14	50.0	24	35.3	42	42.0	33	35.9
No response	2	7.1	2	2.9	4	4.0	4	4.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.486

Advising students of GNVQ achievements and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Advice on achievements	N	%	N	%	N	%	N	%
Featured highly or very highly	24	85.7	66	97.0	91	91.0	87	94.5
Not a priority or unlikely to be included	3	10.7	1	1.5	5	5.0	2	2.2
No response	1	3.6	1	1.5	4	4.0	3	3.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.487

Negotiating individual programmes for completion of GNVQ and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Negotiation of individual programmes	N	%	N	%	N	%	N	%
Featured highly or very highly	21	75.0	60	88.3	87	87.0	75	81.6
Not a priority or unlikely to be included	5	17.9	7	10.3	9	9.0	12	13.0
No response	2	7.1	1	1.4	4	4.0	5	5.4
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.488

Workshops on completing Cumulative assessment records and portfolios and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Workshops	N	%	N	%	N	%	N	%
Featured highly or very highly	13	46.5	47	69.2	68	68.0	63	68.5
Not a priority or unlikely to be included	12	42.8	19	27.9	26	26.0	24	26.1
No response	3	10.7	2	2.9	6	6.0	5	5.4
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.489

Completing employment applications and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Employment applications	N	%	N	%	N	%	N	%
Featured highly or very highly	22	78.6	61	89.7	84	84.0	81	88.0
Not a priority or unlikely to be included	4	14.3	5	7.4	13	13.0	8	8.7
No response	2	7.1	2	2.9	3	3.0	3	3.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.490

Advising students of unit certification and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Unit certification	N	%	N	%	N	%	N	%
Featured highly or very highly	18	64.3	59	86.8	88	88.0	79	85.9
Not a priority or unlikely to be included	7	25.0	6	8.8	9	9.0	10	10.9
No response	3	10.7	3	4.4	3	3.0	3	3.2
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.491

Completing FE applications and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
FE applications	N	%	N	%	N	%	N	%
Featured highly or very highly	16	57.2	46	67.7	75	75.0	69	75.0
Not a priority or unlikely to be included	8	28.6	16	23.5	18	18.0	19	20.7
No response	4	14.2	6	8.8	7	7.0	4	4.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.492

Completing HE applications and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
HE applications	N	%	N	%	N	%	N	%
Featured highly or very highly	19	67.9	48	70.6	71	71.0	67	72.9
Not a priority or unlikely to be included	6	21.4	18	26.5	24	24.0	21	22.8
No response	3	10.7	2	2.9	5	5.0	4	4.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.493

Selection of another course (not GNVQ) and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Selection of another course	N	%	N	%	N	%	N	%
Featured highly or very highly	19	67.8	53	78.0	78	78.0	82	89.2
Not a priority or unlikely to be included	8	28.6	12	17.6	18	18.0	6	6.5
No response	1	3.6	3	4.4	4	4.0	4	4.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 6.494

Selection of next level GNVQ course and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Selection of next level of GNVQ	N	%	N	%	N	%	N	%
Featured highly or very highly	17	60.7	58	85.3	87	87.0	77	83.7
Not a priority or unlikely to be included	7	25.0	8	11.8	9	9.0	9	9.8
No response	4	14.3	2	2.9	4	4.0	6	6.5
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 7.1

Timing and writing of assignments in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Staff initiate timing and writing of assignments								
Featured highly or very highly	200	90.5	37	92.5	18	94.7	18	94.7
Not a priority or unlikely to be included	16	7.2	2	5.0	0	0.0	1	5.3
No response	5	2.3	1	2.5	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 7.2

Predetermined assessment deadlines in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Predetermined assessment deadlines								
Featured highly or very highly	193	87.3	36	90.0	16	84.2	16	84.2
Not a priority or unlikely to be included	23	10.4	3	7.5	2	10.5	3	15.8
No response	5	2.3	1	2.5	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 7.3

Negotiated assessment deadlines in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Negotiated assessment deadlines								
Featured highly or very highly	172	77.8	26	65.0	13	68.4	16	84.2
Not a priority or unlikely to be included	45	20.4	13	32.5	6	31.6	3	15.8
No response	4	1.8	1	2.5	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 7.4

Integration across vocational units in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Assignments are integrated across vocational units								
Featured highly or very highly	60	27.2	16	40.0	5	26.3	4	21.1
Not a priority or unlikely to be included	156	70.6	24	60.0	13	68.4	15	78.9
No response	5	2.2	0	0.0	1	5.3	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 7.5

Integration of key skills in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Key skills are integrated into vocational assignments								
Featured highly or very highly	195	88.3	33	82.5	18	94.7	17	89.5
Not a priority or unlikely to be included	22	9.9	7	17.5	1	5.3	2	10.5
No response	4	1.8	0	0.0	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 7.6

Individual assignment feedback in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
	N	%	N	%	N	%	N	%
Individual assignment feedback								
Featured highly or very highly	217	98.1	39	97.5	19	100	19	100
Not a priority or unlikely to be included	0	0.0	0	0.0	0	0.0	0	0.0
No response	4	1.8	1	2.5	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 7.7

Assignment resubmissions in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Assignment resubmissions	N	%	N	%	N	%	N	%
Featured highly or very highly	165	74.6	30	75.0	16	84.2	14	73.6
Not a priority or unlikely to be included	49	22.2	7	17.5	3	15.8	3	15.8
No response	7	3.2	3	7.5	0	0.0	2	10.5
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 7.8

Group assignment feedback in different centres

Centre type	Schools		FE Colleges		Sixth Form Colleges		Other Institutions	
Group assignment feedback	N	%	N	%	N	%	N	%
Featured highly or very highly	181	81.9	32	80.0	15	78.9	16	84.2
Not a priority or unlikely to be included	33	14.9	6	15.0	4	21.0	3	15.8
No response	7	3.2	2	5.0	0	0.0	0	0.0
Total	221	100.0	40	100.0	19	100.0	19	100.0

Table 7.9

Timing and writing of assignments and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
Staff initiate timing and writing of assignments	N	%	N	%	N	%	N	%
Featured highly or very highly	122	93.1	60	84.5	46	88.4	45	100
Not a priority or unlikely to be included	6	4.6	10	14.1	3	5.8	0	0.0
No response	3	2.3	1	1.4	3	5.8	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 7.10

Predetermined assessment deadlines and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Predetermined assessment deadlines								
Featured highly or very highly	119	90.8	62	87.3	39	75.0	41	91.1
Not a priority or unlikely to be included	9	6.9	9	12.7	10	19.2	3	6.7
No response	3	2.3	0	0.0	3	5.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 7.11

Negotiated assessment deadlines and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Negotiated assessment deadlines								
Featured highly or very highly	97	74.0	59	83.1	40	76.9	31	68.9
Not a priority or unlikely to be included	32	24.5	12	16.9	10	19.2	13	28.9
No response	2	1.5	0	0.0	2	3.9	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 7.12

Integration across vocational units and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Assignments are integrated across vocational units								
Featured highly or very highly	43	32.8	18	25.4	10	19.3	14	31.1
Not a priority or unlikely to be included	87	66.4	51	71.8	40	76.9	30	66.7
No response	1	0.8	2	2.8	2	3.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 7.13

Integration of key skills and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Key skills are integrated into vocational assignments								
Featured highly or very highly	119	90.8	59	83.1	45	86.6	40	88.9
Not a priority or unlikely to be included	12	9.2	10	14.1	5	9.6	5	10.1
No response	0	0.0	2	2.8	2	3.8	0	0.0
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 7.14

Individual assignment feedback and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Individual assignment feedback								
Featured highly or very highly	129	98.5	71	100.0	50	96.2	44	97.8
Not a priority or unlikely to be included	0	0.0	0	0.0	0	0.0	0	0.0
No response	2	1.5	0	0.0	2	3.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 7.15

Assignment resubmissions and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Assignment resubmissions								
Featured highly or very highly	97	74.0	55	77.5	36	69.2	37	82.2
Not a priority or unlikely to be included	28	21.4	15	21.1	13	25.0	6	13.3
No response	6	4.6	1	1.4	3	5.8	2	4.4
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 7.16

Group assignment feedback and different awarding body approval

Awarding body approval	BTEC		City & Guilds		RSAEB		Multiple approvals	
	N	%	N	%	N	%	N	%
Group assignment feedback								
Featured highly or very highly	106	80.9	60	84.5	39	75.0	39	86.7
Not a priority or unlikely to be included	20	15.3	11	15.5	10	19.2	5	11.1
No response	5	3.8	0	0.0	3	5.8	1	2.2
Total	131	100.0	71	100.0	52	100.0	45	100.0

Table 7.17

Negotiated assessment deadlines and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Negotiated assessment deadlines								
Featured highly or very highly	52	73.2	70	75.3	57	74.1	45	77.6
Not a priority or unlikely to be included	14	19.7	23	26.7	20	25.9	10	17.2
No response	5	7.1	0	0.0	0	0.0	3	5.2
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 7.18

Timing and writing of assignments and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Staff initiate timing and writing of assignments								
Featured highly or very highly	63	88.7	84	90.3	71	92.2	52	89.6
Not a priority or unlikely to be included	3	4.2	9	9.7	4	5.2	3	5.2
No response	5	7.1	0	0.0	2	2.6	3	5.2
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 7.19

Predetermined assessment deadlines and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Predetermined assessment deadlines								
Featured highly or very highly	61	85.8	80	86.0	67	87.0	50	86.2
Not a priority or unlikely to be included	5	7.1	13	14.0	8	10.4	5	8.6
No response	5	7.1	0	0.0	2	2.6	3	5.2
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 7.20

Integration across vocational units and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Assignments are integrated across vocational units								
Featured highly or very highly	13	18.3	29	31.1	30	39.0	12	20.7
Not a priority or unlikely to be included	53	74.6	64	78.9	45	58.4	44	75.9
No response	5	7.1	0	0.0	2	2.6	2	3.4
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 7.21

Integration of key skills and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Key skills are integrated into vocational assignments								
Featured highly or very highly	59	83.1	82	88.2	66	85.7	54	93.1
Not a priority or unlikely to be included	7	9.9	11	11.8	9	11.7	4	6.9
No response	5	7.0	0	0.0	2	2.6	0	0.0
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 7.22

Group assignment feedback and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Group assignment feedback								
Featured highly or very highly	60	84.5	75	80.6	63	81.8	44	75.9
Not a priority or unlikely to be included	4	5.6	17	18.3	14	18.2	10	17.2
No response	7	9.9	1	1.1	0	0.0	4	6.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 7.23

Assignment resubmissions and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Assignment resubmissions								
Featured highly or very highly	46	64.8	71	76.3	61	79.2	44	75.9
Not a priority or unlikely to be included	18	25.3	21	22.6	13	16.9	10	17.2
No response	7	9.9	1	1.1	3	3.9	4	6.9
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 7.24

Individual assignment feedback and centre approval experience

Approval experience	Own approval up to 1 year		Own approval up to 2 years		Own approval 3 years or more		All other approval experience	
	N	%	N	%	N	%	N	%
Individual assignment feedback								
Featured highly or very highly	66	92.9	93	100.0	77	100.0	55	94.9
Not a priority or unlikely to be included	0	0.0	0	0.0	0	0.0	0	0.0
No response	5	7.1	0	0.0	0	0.0	3	5.1
Total	71	100.0	93	100.0	77	100.0	58	100.0

Table 7.25

Predetermined assessment deadlines and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Predetermined assessment deadlines						
Featured highly or very highly	43	76.8	49	90.7	149	90.9
Not a priority or unlikely to be included	12	21.4	5	9.3	11	6.7
No response	1	1.8	0	0.0	4	2.4
Total	56	100.0	54	100.0	164	100.0

Table 7.26

Integration across vocational units and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Assignments are integrated across vocational units						
Featured highly or very highly	10	17.8	12	22.2	58	35.4
Not a priority or unlikely to be included	46	82.2	40	74.1	104	63.4
No response	0	0.0	2	3.7	2	1.2
Total	56	100.0	54	100.0	164	100.0

Table 7.27

Assignment resubmissions and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Assignment resubmissions						
Featured highly or very highly	38	67.8	40	74.1	127	77.4
Not a priority or unlikely to be included	17	30.4	12	22.2	30	18.3
No response	1	1.8	2	3.7	7	4.3
Total	56	100.0	54	100.0	164	100.0

Table 7.28

Integration of key skills and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Key skills are integrated into vocational assignments						
Featured highly or very highly	49	87.5	44	81.5	148	90.3
Not a priority or unlikely to be included	7	12.5	10	18.5	14	8.5
No response	0	0.0	0	0.0	2	1.2
Total	56	100.0	54	100.0	164	100.0

Table 7.29

Group assignment feedback and previous vocational experience

Previous vocational experience	2 - 5 points		6 - 8 points		9 or more points	
	N	%	N	%	N	%
Group assignment feedback						
Featured highly or very highly	43	76.8	41	75.9	142	86.6
Not a priority or unlikely to be included	12	21.4	11	20.4	19	11.6
No response	1	1.8	2	3.7	3	1.8
Total	56	100.0	54	100.0	164	100.0

Table 7.30

Predetermined assessment deadlines and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Predetermined assessment deadlines								
Featured highly or very highly	240	91.6	219	92.8	177	93.6	124	92.5
Not a priority or unlikely to be included	18	6.9	12	5.1	10	5.3	8	6.0
No response	4	1.5	5	2.1	2	1.1	2	1.5
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 7.31

Negotiated assessment deadlines and major league GNVQs

Vocational area	Business		Health & Social Care		Leisure & Tourism		Art & Design	
	N	%	N	%	N	%	N	%
Negotiated assessment deadlines								
Featured highly or very highly	203	77.4	190	80.6	145	76.7	112	83.6
Not a priority or unlikely to be included	57	21.8	44	18.6	42	22.2	21	15.7
No response	2	0.8	2	0.8	2	1.1	1	0.7
Total	262	100.0	236	100.0	189	100.0	134	100.0

Table 7.32

Predetermined assessment deadlines and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Predetermined assessment deadlines						
Featured highly or very highly	45	86.5	42	91.3	35	89.8
Not a priority or unlikely to be included	7	13.5	3	6.5	3	7.7
No response	0	0.0	1	2.2	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 7.33

Negotiated assessment deadlines and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Negotiated assessment deadlines						
Featured highly or very highly	40	77.0	36	78.3	25	69.3
Not a priority or unlikely to be included	10	19.2	9	19.5	11	28.2
No response	2	3.8	1	2.2	1	2.5
Total	52	100.0	46	100.0	39	100.0

Table 7.34

Integration across vocational units and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Assignments are integrated across vocational units						
Featured highly or very highly	17	32.7	12	26.2	17	43.6
Not a priority or unlikely to be included	33	63.5	32	69.5	22	56.4
No response	2	3.8	2	4.3	0	0.0
Total	52	100.0	46	100.0	39	100.0

Table 7.35

Integration of key skills and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Key skills are integrated into vocational assignments						
Featured highly or very highly	44	84.7	41	89.1	37	94.9
Not a priority or unlikely to be included	8	15.3	4	8.7	2	5.1
No response	0	0.0	1	2.2	0	0.0
Total	52	100.0	46	100.0	39	100.0

Table 7.36

Individual assignment feedback and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Individual assignment feedback						
Featured highly or very highly	52	100	45	97.8	38	97.4
Not a priority or unlikely to be included	0	0.0	0	0.0	0	0.0
No response	0	0.0	1	2.2	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 7.37

Assignment resubmissions and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Assignment resubmissions						
Featured highly or very highly	41	78.8	35	76.1	30	76.9
Not a priority or unlikely to be included	10	19.2	7	15.2	6	15.4
No response	1	2.0	4	8.7	3	7.7
Total	52	100.0	46	100.0	39	100.0

Table 7.38

Group assignment feedback and minor league GNVQs

Vocational area	Manufacturing		Information Technology		Engineering	
	N	%	N	%	N	%
Group assignment feedback						
Featured highly or very highly	41	78.9	37	80.4	32	82.0
Not a priority or unlikely to be included	9	17.3	8	17.4	6	15.4
No response	2	3.8	1	2.2	1	2.6
Total	52	100.0	46	100.0	39	100.0

Table 7.39

Negotiated assessment deadlines and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Negotiated assessment deadlines								
Featured highly or very highly	23	82.1	46	67.6	78	78.0	72	78.2
Not a priority or unlikely to be included	5	17.9	22	32.4	20	20.0	19	20.7
No response	0	0.0	0	0.0	2	2.0	1	1.1
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 7.40

Integration across vocational units and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Assignments are integrated across vocational units								
Featured highly or very highly	6	21.4	17	25.0	27	27.0	32	34.8
Not a priority or unlikely to be included	6	21.4	51	75.0	72	72.0	58	63.0
No response	16	57.2	0	0.0	1	1.0	2	2.2
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 7.41

Integration of key skills and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Key skills are integrated into vocational assignments								
Featured highly or very highly	24	85.7	63	92.6	87	87.0	81	88.1
Not a priority or unlikely to be included	4	14.3	4	5.9	12	12.0	10	10.8
No response	0	0.0	1	1.5	1	1.0	1	1.1
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 7.42

Group assignment feedback and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
	N	%	N	%	N	%	N	%
Group assignment feedback								
Featured highly or very highly	20	71.4	53	78.0	85	85.0	80	86.9
Not a priority or unlikely to be included	7	25.0	15	22.0	12	12.0	10	10.9
No response	1	3.6	0	0.0	3	3.0	2	2.2
Total	28	100.0	68	100.0	100	100.0	92	100.0

Table 7.43

Assignment resubmissions and lead-in time

Lead-in time	0 - 3 months		4 - 6 months		7 - 10 months		11 months or more	
Assignment resubmissions	N	%	N	%	N	%	N	%
Featured highly or very highly	18	64.3	52	76.5	77	77.0	71	77.2
Not a priority or unlikely to be included	8	28.6	13	19.1	21	21.0	18	19.6
No response	2	7.1	3	4.4	2	2.0	3	3.3
Total	28	100.0	68	100.0	100	100.0	92	100.0

Appendix Eight

8.1 Part One GNVQ

Part One was a 'slimmer' version of the full award and specifically designed for 14 - 16 year olds. Part One centres received funding to develop and implement new programmes. Part One was piloted by 115 schools in England from September 1995 in three vocational areas (Business, Health and Social Care and Manufacturing) at Foundation and Intermediate levels. The Manufacturing programmes were specifically designed to help schools meet the national curriculum requirements in design and technology. In September 1996 a further 138 schools joined the pilot and a further three vocational areas were made available (Art and Design, Information Technology and Leisure and Tourism). In 1997 a further 243 schools joined the pilot (bring the total to 496 schools) and Engineering was added to the range of vocational areas (NCVQ, 1997). The level of control exerted by the DfEE was used to ensure greater parity in the number of schools offering each vocational area.

Appendix Nine

Appendix 9.1

Schedule for GNVQ development post-Capey and Dearing

Vocational area	Current specifications in use	Revised (“ Capey “) specifications
Art & Design	1995	September 1998
Business	1995	September 1998
Construction & the Built Environment	1994 (revision to mandatory units due 1997 were scheduled to be in the new format)	September 1998
Engineering	1995	September 1998
Health & Social Care	1995	September 1998
Hospitality & Catering	1996	September 1999
Information Technology	1995	September 1998
Land & Environment	1996 (pilot)	September 1998
Leisure & Tourism	1995	September 1998
Manufacturing	1995	September 1998
Media Communication & Production	1996	September 1999
Performing Arts	1996 (pilot)	September 1998
Retail & Distributive Services	1996	September 1999
Science	1996	September 1999

NB Management Studies was withdrawn in 1997.

Appendix 9.2

Schedule for the development and implementation of changes to qualifications post-16 (proposed in 1996)

Date	Activity
May 1998	The qualifications were to be developed and the accreditation of qualifications to the framework to commence
December 1998	Work to commence on the over-arching certificate and report on the unit based credit framework
September 1999	The launch of the new key skills qualifications, the introduction of the new Foundation and Intermediate GNVQs and Part One to be nationally available
September 2000	Revised Advanced GNVQs (12, 6 and 3 unit awards), AS and A levels to be introduced, new options to be available to combine qualifications and a common grading scale to be introduced for Advanced GNVQs and A levels
September 2001	Additional 3 unit awards to be introduced
September 2002	The proposed date for commencing teaching the over-arching Advanced Certificate

The unit structure for the New Model GNVQ

Unit section (used in title form)	Description
About this unit	Summary of the main topics in the unit. Identifies links with other units (if applicable). Helpful in planning teaching, learning and assessment for the programme (across units). States the form of assessment (internal - portfolio, or external).
What you need to learn (WYNTL)	Specifies the knowledge, skills and understanding students need to meet the requirements of the assessment evidence including external assessment.
Assessment evidence	Specifies the evidence students need to produce in order to meet the requirements of the unit. This is sub-divided into what the student needs to produce (e.g. a report, an investigation), what is required to achieve a pass (this describes the quality required). This will not necessarily cover everything in the WYNTL section.
For merit and distinction	This specifies the additional evidence required for grades. This defines the increased scope and/or qualities of the evidence required to achieve each grade.
Essential information for teachers	This section provides advice on teaching and assessment strategies and signposts opportunities for developing key skills and evidence towards their assessment. It may also contain advice on methods of emphasising the vocational context of the unit, how to exploit local opportunities (information sources, events, work experience), resources, evidence requirements and interpreting the assessment criteria.

Appendix 9.4

Differences between the Legacy Model and the New Model of GNVQ

GNVQ 1995	GNVQ 2000
Units subdivided into elements leading to unit and or element based delivery and assessment	Units only Unit based delivery and assessment
Specifications targeted at staff	Specifications targeted at students
Mandatory, Optional, Additional vocational and Key Skill units	Compulsory and Optional vocational units only
Amplification and guidance provided for each unit	Essential information for each unit including teaching and assessment strategies and resources
Advanced level 12 unit award equivalent to two A levels but three key skill units a mandatory requirement for the full award	Advanced level 12 unit award equivalent to two A levels 6 unit award equivalent to one A level 3 unit award equivalent to one AS level
Key skills a mandatory requirement of full certification and separately documented/recorded	Key skills no longer required but sign-posted in the units for those who want to achieve these units
Two forms of assessment for most mandatory units which are externally assessed (with some exceptions) using multiple choice questions plus portfolio evidence. Portfolio evidence for optional and key skill units (and additional units if applicable)	One form of assessment only for each unit and one third of units externally tested, set and assessed by individual awarding bodies using a variety of methods (tests, case studies, assignments, project, etc.)
Portfolio work internally assessed and verified and externally verified	Internally assessed work is externally moderated using standards moderation
Grading based on four separate themes (three process themes and quality of outcomes) and based on a third of evidence	Grading contextualised in each unit using process and quality of outcomes and applicable to all units
Final grade applicable to those who pass all mandatory requirements and provide a third of their portfolio at the higher standard being claimed (merit or distinction)	Final grade calculated using points system converting unit achievement and external test scores. At Advanced level the final grade is A - E to have parity with A level grades. Foundation and Intermediate remain merit and distinction