Vocational Qualification Design
Features

• Work-related qualifications
• Offer progression to employment or further study
• Provides specialist emphasis on general vocational programmes
• Core units, specialist units
• Recognise achievement at unit and qualification level
• Encourage development of key skills
• Facilitate a student centred approach
• Promote active, experiential learning in relevant context
• Offer a genuinely different learning experience
Issues to consider when implementing Qualifications

- Approval
- Recruitment with integrity
- Group size
- Timetabling
- Induction
- Vocational relevance/links

- Staffing
- Ongoing staff training
- Resources
- Base room
- Quality assurance
- Review cycle — include students
- Centre ethos
Programme Planning

Factors to consider:

• Unit delivery
  – sequential
  – concurrent
  – integrated
• Teaching and Learning styles
• Developing assignments
• Assessment
• Vocational links/work placement
Teaching and Learning should be:

• experiential
• active
• teacher facilitated
• vocationally relevant
• group and individual activities
• independent learning
Consider Vocational/Occupational links

- establishing links
- clear aims and objectives of activities with employers
- expectations of employers/ students
- ensure you use vocational activities/ settings to keep to the ‘world of work’
- allocate curriculum time to briefing and debriefing of students for activities
- nature of evidence to be generated
Qualification Features
Determining the Standard –

The qualification specification
- guidance
- structure
- core and specialist units
- typically, links to other industry standards

The unit specification
- outcomes
- content
- assessment guidance
- essential information

Support materials
- Handbook
Unit Structure

- **Title**
  - gives unit number and full title along with NQF level and Guided Learning Hours

- **Description**
  - gives overall unit aims

- **Learning Outcomes**
  - summary of what the student must be able to demonstrate

- **Content**
  - provides information on the extent of coverage. Links with assessment criteria

- **Assessment Criteria**
  - a grid showing what the student may do to achieve Pass
  - The assessment criteria describes the level of achievement required to meet the Learning Outcomes

- **Essential Information**
  - guidance on: delivery, assessment, resources, not prescriptive

- **Key Skills**
  - sign posts development opportunities
  - not compulsory, but encouraged
Unit Content Coverage - sufficiency

defines the knowledge and skills required by the unit should all be covered through the teaching and learning plan

is only assessed through the unit’s assessment criteria

may not all:
  - be assessed (‘eg’s’ are given for indicative content only)
Working with a Unit – important links

Example – BTEC Award in Preparing for Enterprise Unit 1
Preparing Yourself for Business

Outcome
4. Be able to plan their financial needs

Content
4. Be able to plan their financial needs

- **Expenses and income:** target for personal income, working out personal expenses/income, judging what is necessary...
- **Risks:** possible risks, e.g. how these can be limited...

Pass Criteria
- calculate their possible expenses and judge...
- explain what risks exist and how much risk...

Content informs the breadth/depth and coverage
Unit assessment requirements
Working with a unit - Assessment

- through focused activities which are devised from the unit(s) concerned that enable students to generate evidence to demonstrate achievement
- through activities relevant to the achievement of the assessment criteria, that require students to ‘apply’ their knowledge and skills in relevant contexts/settings
- by only using the assessment criteria provided
Assignment Design
think about:

**Learning**
- content coverage
- learning styles
- formative assessment

**Assessment**
- strategy eg the what and when
- methods eg product or process

**Evidence**
- to meet the unit assessment and grading grid
- alternative forms, judge most apt in terms of validity (context and predictive), reliable, sufficient (criteria and content)
- utility of approach
Assignment Brief and Evidence

The brief should reflect: vocational context and be scenario based

It should include:
1. variety of activities
2. range of types of evidence: eg

- recorded discussion
- role-plays
- report
- written investigation
- annotated photographs
- promotional material
- simulation
- artefacts
- presentation
- witness statements
- brochure etc