

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

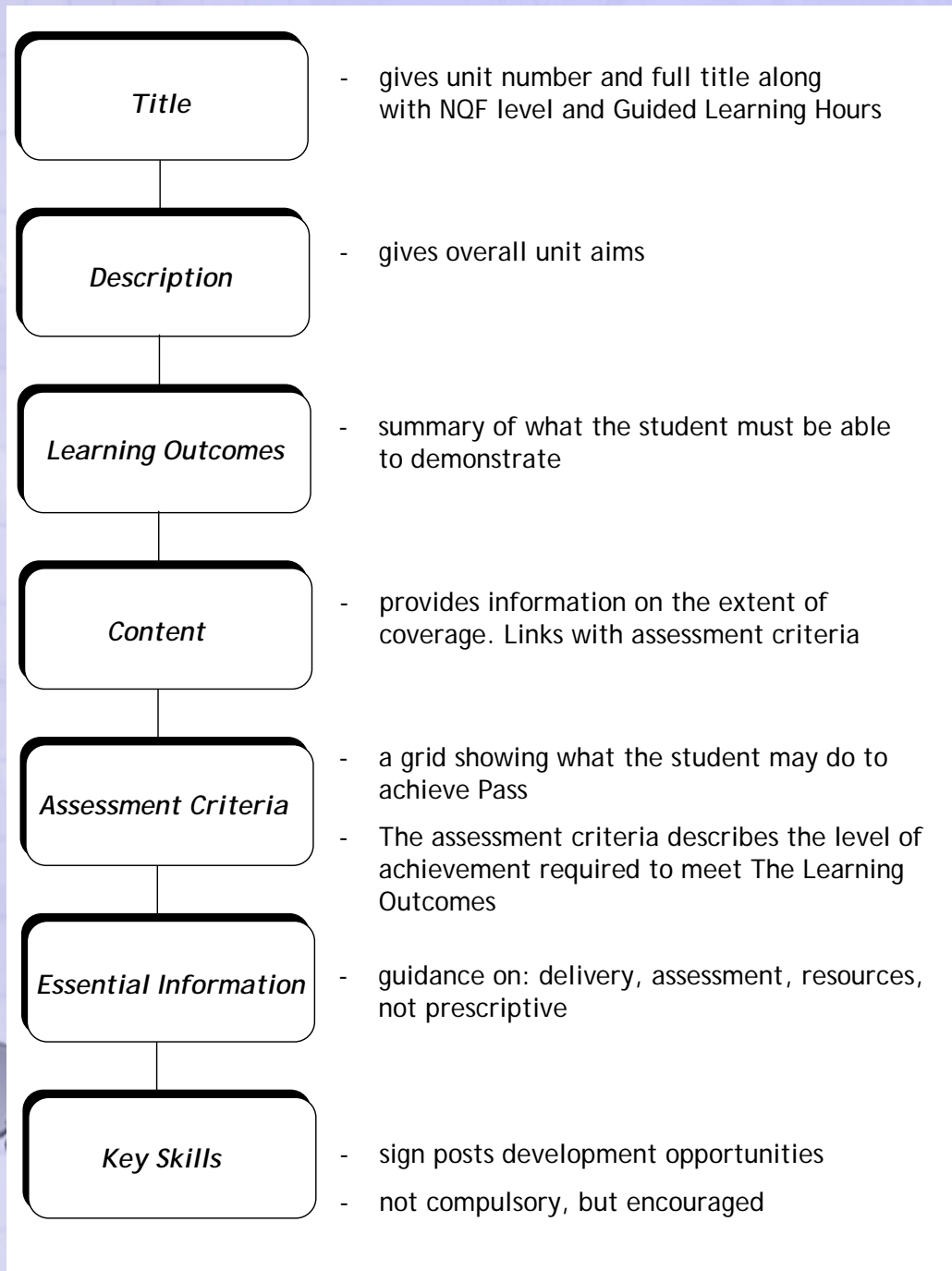
- outcomes
- content
- assessment guidance
- essential information

Support materials

- Handbook



Unit Structure



Unit Content Coverage - sufficiency

defines the knowledge and skills required by the unit

should all be covered through the teaching and learning plan

Unit Content

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, eg 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

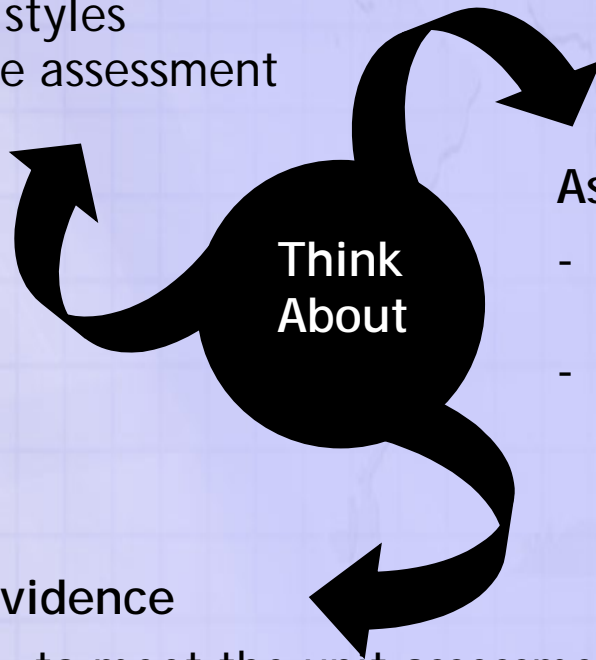


Assignment Design

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