Pearson BTEC
International Level 7 Professional Qualifications in
Applied Teaching and Education (SRF)

Pearson BTEC

L7

Specification

First teaching from September 2025

Issue 1

Pearson BTEC International Level 7 Professional Qualifications in Applied Teaching and Education (SRF)

Specification

BTEC International Professional qualifications

First registration September 2025

About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

Pearson's Self Regulated Framework qualifications

These qualifications have been approved by Pearson as meeting the criteria for Pearson's Self-Regulated Framework.

Pearson's Self-Regulated Framework is designed for qualifications that have been customised to meet the needs of a particular range of learners and stakeholders.

These qualifications are not accredited or regulated by any UK regulatory body. For further information please see Pearson's Self-Regulated Framework policy on our website.

Contents

1   Introducing the qualification(s)

What are BTEC International Professional qualifications?

BTEC International Professional qualifications are work-related qualifications available from Levels 4 to 7. The qualifications put learning into the context of the world of work, giving learners the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners build the knowledge, understanding and skills they need for career progression or further study.

Qualification(s) purpose

The Pearson BTEC International Level 7 Professional Qualifications in Applied Teaching and Education (SRF) are for learners who wish to further enhance their teaching practice through a programme based on a combination of applied theory and reflective practice. In addition to the knowledge, understanding and skills that underpin the study of the higher education sector, the qualifications give learners experience of the breadth and depth of the sector that will prepare them for further study or training.
They give learners the opportunity to:

- develop knowledge related to delivering and assessing qualifications in higher education

- develop skills in being adaptable to be able to meet the changing demands of employers in the higher education sector

- learn about pedagogy, self-reflection and what is necessary to achieve high performance in the global higher education market

- develop their own personal growth and engagement in learning.

Progression opportunities

The Pearson BTEC International Level 7 Professional Qualifications in Applied Teaching and Education (SRF) are suitable for students wishing to further enhance their teaching practice through a programme based on a combination of applied theory and reflective practice. Students will also gain the knowledge, understanding and skills that underpin the study of the higher education sector.

The Pearson BTEC International Level 7 Professional Certificate

The Pearson BTEC International Level 7 Professional Certificate offers an engaging programme for those who are clear about wanting to enhance their ability to deliver vocational qualifications. It is a suitable qualification for those wishing to change career or move into a senior position in education. Learners who complete the Pearson BTEC International Level 7 Certificate could progress onto the Pearson BTEC International Level 7 Diploma in Applied Teaching and Education.

The Pearson BTEC International Level 7 Professional Diploma

The Pearson BTEC International Level 7 Professional Diploma provides an even broader teaching and learning focus than the Pearson BTEC International Level 7 Certificate and is particularly useful for learners who wish to progress to an MBA or other Master's degree programmes.

Relationship with National Occupational Standards

An occupational standard is a description of an occupation. It contains an occupational profile, and describes the 'knowledge, skills and behaviours' (KSBs) needed for someone to be competent in the occupation's duties. Occupational standards are developed by employers for occupations that meet the Institute for Apprenticeships and Technical Education.

The standards are available at the Institute for Apprenticeships and Technical Education website: https://www.instituteforapprenticeships.org/

Collaborative development

These qualifications have been developed with input from Al Hussein Technical University, Gateway Graduate School, Lyceum International School, the Millenium Universal College, the University of Kent and the University of Roehampton. We are grateful to all the individuals and organisations who generously shared their time and expertise to help us develop these qualifications.

Which teaching/training qualification is most appropriate for which role?

Role	Qualification
Assessor or Internal Quality Assurance	Pearson Level 4 Award and Certificate in Assessment and Quality Assurance (TAQA)
New to teaching and training post-16	Pearson BTEC Level 3 Award in Education and Training
Part-time teacher post-16	Pearson BTEC Level 4 Certificate in Education and Training
Full-time teacher post-16	Pearson BTEC International Level 5 Professional Diploma in Applied Teaching and Education
Part-time or Full-time teacher post-16 higher level qualifications	Pearson BTEC International Level 7 Professional Qualifications in Applied Teaching and Education

Terminology:

In this suite of initial training qualifications, the following terms are used:

- **Tutor/Teacher/Trainer** – the person delivering/facilitating the teacher education, they may also be referred to as the teacher or trainer

- **Learner** – the person taking the qualification

- **Student** – the person being taught or assessed by the learner

- **Practitioner** – anyone with a learning and development responsibility, either as the whole or as part of their role

2 Qualification summary and key information

Qualification title	Pearson BTEC International Level 7 Professional Certificate in Applied Teaching and Education (SRF)
Operational start date	01/09/2025
Approved age ranges	19+
Notional Learning Hours (NLH)	360 hours
Guided learning hours (GLH)	255
Value	36
Assessment	Internal assessment
Grading information	The qualification and units are graded Pass/Fail.

Qualification title	Pearson BTEC International Level 7 Professional Diploma in Applied Teaching and Education (SRF)
Operational start date	01/09/2025
Approved age ranges	19+
Notional Learning Hours (NLH)	630 hours
Guided learning hours (GLH)	435
Value	63
Assessment	Internal assessment
Grading information	The qualification and units are graded Pass/Fail.

Qualification title	Pearson BTEC International Level 7 Professional Applied Certificate/Diploma in Teaching and Education (SRF)
Entry requirements	For details of entry requirements see below:
	Level 2 or equivalent in Mathematics
	Level 2 or equivalent in English
	To abide by home country teaching qualification standards.
	To be qualified to at least one level above the level they intend to teach.

3 Qualification structures

The structures for the qualifications in this specification are:

- Pearson BTEC International Level 7 Professional Certificate in Applied Teaching and Education (SRF)

- Pearson BTEC International Level 7 Professional Diploma in Applied Teaching and Education (SRF)

Pearson BTEC International Level 7 Professional Certificate in Applied Teaching and Education (SRF)

Learners will need to meet the requirements outlined in the table below before the qualification can be awarded.

Pearson BTEC International Level 7 Professional Certificate in Applied Teaching and Education (SRF)					
Unit number	Unit title	Level	GLH	Credit value (NLH/10)	NLH
Mandatory units – learners must complete and achieve all units					
1	Theories, Principles and Models in Vocational Education and Training	7	60	9	90
2	Student Learning Approaches	7	45	6	60
3	Designing for Learning	7	60	9	90
Optional units – learners must complete and achieve at least 2 optional units					
7	Employability and Preparing Graduates for Industry	7	45	6	60
8	Contemporary Issues in Vocational Education and Training	7	45	6	60
9	Technology Enhanced Teaching and Learning	7	45	6	60
10	Vocational and Technical Learning and Teaching	7	45	6	60
11	Leadership and Management in Education	7	45	6	60
12	Equality, Diversity and Inclusion	7	45	6	60

Pearson BTEC International Level 7 Professional Diploma in Applied Teaching and Education (SRF)

Learners will need to meet the requirements outlined in the table below before the qualification can be awarded.

Pearson BTEC International Level 7 Professional Diploma in Applied Teaching and Education (SRF)					
Unit number	Unit title	Level	GLH	Credit value (NLH/10)	NLH
Mandatory units – learners must complete and achieve all units					
1	Theories, Principles and Models in Vocational Education and Training	7	60	9	90
2	Student Learning Approaches	7	45	6	60
3	Designing for Learning	7	60	9	90
4	Research Project	7	60	9	90
5	Reflective Practice in Education	7	60	9	90
6	Research Methods in Teaching and Learning	7	60	9	90
Optional units – learners must complete and achieve at least 2 optional units					
7	Employability and Preparing Graduates for Industry	7	45	6	60
8	Contemporary Issues in Vocational Education and Training	7	45	6	60
9	Technology Enhanced Teaching and Learning	7	45	6	60
10	Vocational and Technical Learning and Teaching	7	45	6	60
11	Leadership and Management in Education	7	45	6	60
12	Equality, Diversity and Inclusion	7	45	6	60

4   Assessment requirements

The overall grade for each qualification is a 'pass'. The learner must achieve all the required units as indicated in the specified qualification structure.

To pass a unit the learner must:

- achieve all the specified learning outcomes

- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion

- show that the evidence is their own.

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment, such as the assessment methods included as sample assessment activities, making use of evidence drawn from teaching practice.

Simulations are not acceptable for teaching practice assessments.

Learners undertaking Units 9 or 10, the Learning and Development optional units, will be required to provide evidence from their own work-based practice in order to meet the criteria. Types of evidence could be: direct observation by assessor; personal statements and/or reflective accounts; professional discussion; assignments; expert witness testimony.

Language of assessment

Learners must use English only during the assessment of this qualification.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website, qualifications.pearson.com.

Internal assessment

Internally assessed units are subject to standards verification. This means that centres set and mark the final summative assessment for each unit, using the examples and support that Pearson provides.

To pass each internally assessed unit, learners must:

- achieve all the specified learning outcomes

- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion

- prove that the evidence is their own.

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the occupational area and assessment

- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment.

Learners who do not successfully pass an assignment, are allowed to resubmit evidence for the assignment or to retake another assignment.

Assessment of units

To pass each unit, learners must independently complete assignment(s) that show that the learning outcomes and assessment criteria for the unit have been met.

Format of assignments for units:

- all learning outcomes and assessment criteria must be covered

- assignments can include both practical and written tasks

- assignments are independently completed as a distinct activity after the required teaching has taken place

- the brief is issued to learners with a defined start date, a completion date and clear requirements for the evidence they are required to produce

- all or parts of units can be combined into a single assignment. Learning outcomes must not be split into more than one assignment.

Each unit contains suggested tasks that centres can use to form the basis of assignments for learners to complete. It is expected that centres will contextualise these and ensure that the final version is checked by their internal verifier.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. The evidence provided for each unit must reference clearly the unit that is being assessed and learners should be encouraged to signpost evidence. Evidence must be available to the assessor, the internal verifier and the Pearson Standards Verifier.

Examples of forms of evidence include observation records, reflective accounts, witness testimony and products of learners' work. Learners must provide evidence of their achievement of the knowledge-based learning outcomes and the associated assessment criteria in skills units – achievement cannot be inferred from performance.

Any specific evidence requirements for a unit are given in the unit's *Assessment* section.

5 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in this qualification.

Centres that have not previously offered BTEC Professional qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Guidance on seeking approval to deliver BTEC International qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualifications:

- appropriate physical resources (for example IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
- suitable staff for delivering and assessing the qualification (see *Section 4 Assessment requirements*)
- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualifications
- health and safety policies that relate to the use of equipment by learners
- internal verification systems and procedures (see *Section 4 Assessment requirements*)
- any unit-specific resources stated in individual units.

6   Access to qualifications

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic are not, when they are taking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from their qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the document *Supplementary guidance for reasonable adjustments and special consideration*.

Reasonable adjustments and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Supplementary guidance for reasonable adjustments and special consideration* in vocational internally assessed units.

7 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

8   Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

On an annual basis, we produce the *BTEC International Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering

- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery

- Pearson makes available to approved centres resources and processes that exemplify assessment and appropriate standards. Approved centres must use these to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment

- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this include:

- making sure that all centres complete appropriate declarations at the time of approval

- undertaking approval visits to centres

- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment

- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation

- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for any BTEC programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9   Units

This section of the specification contains the units that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 13 Glossary.*

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass grade. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.'. All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Unit 1: Theories, Principles and Models in Vocational Education and Training

Level:	7
Assessment type:	Internal
Credit value:	9
Guided learning hours:	60 – (NLH 90)

Unit introduction

Vocational Education and Training (VET) occupies a critical space in global education systems, serving as the crucial bridge between academic learning and workplace competency. At Level 7, this unit engages with the sophisticated theoretical frameworks and practical models that underpin effective vocational pedagogy, curriculum design and assessment strategies. In an era of rapid technological advancement and shifting labour market demands, VET professionals require a deep understanding of these foundational concepts to develop programmes that are both educationally robust and industry-relevant.

The unit begins by examining the psychological underpinnings of vocational education, tracing its evolution from craft-based apprenticeships to modern competency-based systems. We explore how learning theories, including behaviourist, cognitivist and constructivist approaches, manifest in vocational contexts, particularly in shaping instructional methods for skill acquisition and professional development. The principles of andragogy take centre stage, acknowledging the unique characteristics of adult learners who form a core demographic. A significant focus is placed on contemporary curriculum models that align vocational training with workforce needs, including competency-based frameworks, work-integrated learning approaches and the growing emphasis on micro-credentials in professional development.

The unit also addresses emerging challenges in vocational education, including the need for digital literacy integration, sustainability education and preparing learners for Industry 4.0 workplaces. Through this exploration, participants will develop the analytical skills to evaluate existing VET systems and the creative capacity to design innovative solutions. This unit emphasises the application of theory to practice, requiring learners to engage with real-world case studies and develop proposals for VET improvement in their specific professional contexts.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Critically evaluate key theories, principles and models in VET.	1.1 Discuss major theories and their relevance to vocational contexts.
	1.2 Critically examine strengths and limitations of each theory, drawing on scholarly critiques.
	1.3 Examine their use in contexts and the relative success of their application.
2. Apply theoretical frameworks to design, deliver and assess VET programmes.	2.1 Create a curriculum plan that shows appropriate use of theoretical content and opportunities to test such theoretical application through formative/summative assessment.
	2.2 Justify chosen delivery strategies, referencing adult learning principles and learner needs.
	2.3 Through the application of theoretical frameworks propose valid, transparent assessment methods that measure vocational competencies effectively.
3. Analyse the impact of VET policies and practices on learners, industries and society.	3.1 Evaluate current VET policies at local, national, or international levels, discussing their potential or actual success.
	3.2 Critique how these policies influence learner engagement, employability and workforce development.
	3.3 Identify socio-economic, cultural and ethical implications arising from these policies and practices.
4. Reflect on personal professional practice to identify areas for improvement.	4.1 Apply reflective models to assess strengths and weaknesses in your practice.
	4.2 Critique how theory informs your teaching strategies and assessment choices.
	4.3 Produce an action plan for ongoing professional development based on reflective insights.

Learning outcomes	Assessment criteria
5. Propose innovative solutions to challenges in VET.	5.1 Investigate contemporary challenges within VET.
	5.2 Develop creative, theory-based proposals to address these challenges.
	5.3 Assess feasibility, sustainability and ethical considerations of proposed solutions.

Unit content

The following Learning outcomes are broken down into specific theoretical subjects with a short description of each; this will guide the learner to evaluate each theoretical topic critically.

What needs to be learned
Learning outcome 1: Critically evaluate key theories, principles and models in VET
Major Theoretical Perspectives

Major Theoretical Perspectives

- Behaviourism: Emphasis on observable behaviours and reinforcement; commonly applied in skills training contexts

- Cognitivism: Focuses on internal mental processes, knowledge structures and information processing

- Constructivism: Views learners as active agents who construct knowledge through experiences, problem-solving and reflection

- Social Learning Theory: Highlights the influence of observation, imitation and the social environment in skill acquisition

- Competency-Based Education: Concentrates on ensuring learners meet specified skill benchmarks; tensions often arise between efficiency and depth of learning

- Holistic Approaches: Encourages the integration of multiple competencies, personal development and reflective practice

- Adult Learning (Andragogy) Principles: Recognises learners' prior experiences, self-direction, and readiness to learn; especially pertinent in vocational contexts

- Contrast and Integration: Explores how these theories may be combined or contrasted to inform global VET practices

Critical Examination

- Strengths and Limitations: Evaluating each theory's usefulness, scope and adaptability across diverse VET settings

- Ethical Considerations: Recognising power dynamics, learner autonomy and the implications of standardisation in vocational training

- Ongoing Debates: Debates persist regarding standardised testing versus holistic assessment and academic versus vocational emphasis

- Gaps in Research: Identifying underexplored areas such as the role of digital literacy or the impact of cultural differences on vocational pedagogies

Contemporary Application

- Modern Industry Alignment: Applying theories to contemporary sectors such as advanced manufacturing, IT and healthcare

What needs to be learned

- Technology-Driven Training: Using VR/AR simulations, online learning platforms and mobile tools to enhance vocational learning

- Practical Case Studies: Reviewing specific institutions or training programmes that embody these theories on a global scale

- Reflective Integration: Continuously assessing how emerging technologies and industry shifts reshape theoretical applications

- Cross-Cultural Considerations: Tailoring theoretical models for multicultural contexts or international vocational initiatives

Learning outcome 2: Apply theoretical frameworks to design, deliver and assess VET programmes

Curriculum Planning

- Structuring Learning Outcomes: Translating vocational competencies into clear, measurable objectives

- Integrating Workplace Skills: Mapping curriculum content to authentic tasks and occupational standards

- Theory-Practice Balance: Ensuring foundational knowledge underpins practical, hands-on expertise (The Analysis, Design, Development, Implementation and Evaluation Model – ADDIE and the Successive Approximation Model – SAM)

- Industry Needs Analysis: Engaging with employers and sector experts to identify relevant and future skill requirements

- Validation and Stakeholder Input: Consulting practitioners, learners and accreditation bodies to refine curricula

Delivery Strategies

- Blended Learning: Incorporating both online components and face-to-face workshops or laboratory sessions

- Experiential Tasks: Employing project-based learning, simulations, apprenticeships, or real-world problem-solving

- Work-Based Learning: Collaborating with employers to facilitate placements, on-the-job training and mentorship

- Inclusive Teaching: Adjusting teaching methods for learners with different backgrounds, abilities and experience levels

- Differentiation Techniques: Providing varied tasks and resources that cater for diverse learner needs

- Facilitation Skills: Effective questioning, constructive feedback and coaching techniques to promote active engagement

What needs to be learned

Assessment Methods

- Validity and Fairness: Crafting assessments that accurately measure vocational competencies and minimise bias

- Formative versus Summative: Balancing continuous feedback with final, high-stakes evaluations

- Use of Rubrics and Criteria: Ensuring transparency and consistency through clear performance descriptors

- Feedback Loops: Offering actionable, timely feedback that supports ongoing improvement

- Practical Demonstrations: Using portfolios, performance tests, or observed tasks to evaluate real-world skills

- Quality Assurance: Regularly reviewing assessment practices for reliability and alignment with industry standards

Learning outcome 3: Analyse the impact of VET policies and practices on learners, industries and society

VET Policy Context

- National Qualifications Frameworks: Standardisation of learning outcomes and levels to enhance mobility and recognition

- Funding Mechanisms: Public subsidies, employer investment and learner contributions

- Employer-Led Initiatives: Collaborative efforts where industries set standards and influence curriculum design

- Policy Drivers: Economic growth, workforce development and social inclusion shaping policy agendas

- Regulatory and Compliance Issues: Accreditation requirements, quality assurance processes and international benchmarks

- Global Perspectives: Examining how transnational frameworks (e.g. European Qualifications Framework) inform policy decisions worldwide

Learner and Workforce Outcomes

- Skills Development: Promoting both specialised and transferable skills for immediate employability and career progression

- Employability Factors: Strengthening learners' work-readiness, adaptability and resilience in a changing labour market

What needs to be learned

- Progression Pathways: Ensuring fluid transitions between vocational and higher education, plus ongoing professional development

- Industry Benefits: Heightened productivity, innovation and competition in local and global markets

- Societal Perspectives: Balancing immediate employer needs with broader social objectives such as equity and lifelong learning

Socio-Economic and Ethical Implications

- Equity and Access: Addressing obstacles to entry, participation and success for diverse and marginalised groups

- Social Justice Considerations: Fostering inclusion, cultural sensitivity and targeted support mechanisms in VET

- Unintended Consequences: Recognising how certain funding or accountability measures might disadvantage specific cohorts

- Sustainability: Incorporating environmental considerations into vocational training and sector planning

- Cultural Relevance: Ensuring programmes honour local knowledge and values while remaining globally cognisant
    - Recognise similarities and differences in the relevance of global policies and practices at a local level
    - Recognise similarities and differences in the relevance of global policies and practices across cultures at a local level

Learning outcome 4: Reflect on personal professional practice to identify areas for improvement

Reflective Frameworks

- Gibbs Reflective Cycle: Structured sequence (description, feelings, evaluation, analysis, conclusion, action plan)

- Schön's Reflection-in-Action: Real-time deliberation during lessons or training sessions

- Schön's Reflection-on-Action: Post-event reflection to critically review teaching decisions and outcomes

- Self-Evaluation Techniques: Gathering peer observations, learner feedback and/or reviewing recorded sessions

- Collaborative Reflection: Engaging in community of practice discussions, peer reviews and professional learning networks

What needs to be learned

Theory-Practice Alignment

- Comparative Analysis: Measuring personal teaching methods against established VET theories and recognised best practices

- Identification of Discrepancies: Exploring the reasons behind any departures from recommended frameworks

- Contextual Adaptations: Acknowledging necessary modifications due to organisational culture, resource constraints, or learner profiles

- Ethical Reflections: Considering moral dimensions and learner welfare within teaching practices

Action Planning

- Setting Targets for Improvement: Using SMART (Specific, Measurable, Achievable, Relevant, Time-bound) objectives

- Continuing Professional Development (CPD): Participating in workshops, academic research, or further qualifications

- Research and Inquiry: Undertaking small-scale investigations or action research projects to inform practice

- Collaboration with Colleagues: Peer coaching, mentoring and resource-sharing strategies

- Monitoring Progress: Maintaining professional journals, evaluation logs, or portfolios as evidence of development

Learning outcome 5: Propose innovative solutions to challenges in VET

Identifying Challenges

- Rapid Industry Changes: Automation, digital transformation and new occupational roles

- Technology Shifts: Integrating AI, digital learning platforms and immersive technologies into vocational contexts

- Stakeholder Expectations: Balancing the diverse goals of employers, learners, policymakers and community members

- Financial Constraints: Limited budgets, high costs for technology upgrades and infrastructural challenges

- Resource Management: Shortages of highly trained staff, up-to-date equipment and relevant materials

What needs to be learned
Innovative Proposals

Innovative Proposals

- Micro-Credentials: Delivering modular, targeted learning to respond quickly to workforce skill gaps

- Gamification: Employing simulations, badges and interactive tasks to enhance learner motivation

- Collaborative Industry Partnerships: Building alliances with businesses for shared research, resources and training facilities

- Virtual Simulations: Offering cost-effective, risk-free practice using cutting-edge software

- AI-Driven Personalisation: Tailoring instruction to individual learner performance and preferences

- Flexible Learning Pathways: Providing part-time or online study options for employed or distance learners

Feasibility and Ethics

- Resource Availability: Evaluating technical requirements, staff expertise and budgets to support innovations

- Sustainability: Ensuring long-term viability, eco-friendliness and alignment with global development goals

- Stakeholder Buy-In: Involving learners, employers and policymakers early in planning to secure commitment

- Inclusivity and Fairness: Guaranteeing that no learner group is marginalised or disadvantaged by new approaches

- Ethical Implementation: Addressing issues such as data privacy (especially with AI), transparency and accountability

Essential information for tutors and assessors

Essential resources

For this unit, centres need:

- Relevant academic journals, policy documents and research reports on VET

- Access to case studies illustrating diverse vocational contexts

- Reflective frameworks and tools (e.g. self-assessment templates)

Delivery requirements and learning activities

To reflect the requirements of this unit, the delivery approach could include:

- **Lectures/Seminars:** Present an overview of core VET theories, supplemented by policy updates.

- **Case Study Analysis:** Ask learners to evaluate real or simulated VET programmes, linking them to theoretical constructs.

- **Group Discussions and Debates:** Encourage critical debate on the merits and drawbacks of various VET models.

- **Micro-teaching/Workshop Sessions:** Give learners practical tasks to design mini-lessons or materials aligned with certain theories.

- **Reflective Journals:** Require ongoing reflections, prompting learners to apply theory to personal teaching practice.

Assessment requirements

Learning outcome 1: Critically evaluate key theories, principles and models in VET

To demonstrate mastery of this learning outcome, learners will be required to produce a comprehensive, scholarly critique of seminal and contemporary theories, principles and models in Vocational Education and Training, showcasing advanced analytical skills, theoretical understanding and contextual application. The assessment will systematically examine at least three major theoretical frameworks (e.g. behaviourist, constructivist and socio-cultural theories), two curriculum models (e.g. Competency-based Training and spiral curriculum) and two assessment principles (e.g. authentic assessment and RARPA) relevant to VET. The work must go beyond the description to deliver critical analysis, evaluating the strengths, limitations and practical implications of each theory/model in real vocational settings, supported by empirical evidence from peer-reviewed research (minimum 15 sources, including seminal texts and recent journal articles). Learners must contextualise their discussion by referencing specific vocational sectors (e.g. healthcare, engineering, or digital skills training) and addressing how cultural, economic or

technological factors (e.g. Industry 4.0, globalisation) influence the applicability of these frameworks. A key requirement is the demonstration of original synthesis, where learners compare and contrast theories/models, propose adaptations for modern challenges (e.g. hybrid learning environments) and justify their positions through well-reasoned arguments.

Learning outcome 2: Apply theoretical frameworks to design, deliver and assess VET programs

To successfully demonstrate achievement of this outcome, learners will be required to undertake a practitioner-based project that showcases their ability to translate theoretical knowledge into practical VET programme development. The primary assessment will include three key components: a programme design blueprint, a delivery plan and an assessment strategy, each grounded in established educational theories and tailored to a specific vocational context. For the design component, learners must select an appropriate theoretical framework (e.g. constructivist principles for competency-based education or Kolb's experiential learning model for apprenticeships) to create a 12-week vocational course outline, complete with learning outcomes, content structure and resource allocation, justifying their pedagogical choices with reference to academic literature. The delivery plan must demonstrate the application of instructional models (e.g. ADDIE or SAM) to develop three detailed lesson plans incorporating differentiated teaching strategies that address diverse learner needs, with particular attention to adult learning principles and industry requirements. For assessment, learners will design a validated assessment toolkit featuring at least three different assessment methods (e.g. performance observations, project-based evaluations and reflective portfolios) aligned with vocational competencies and underpinned by theoretical approaches to measurement (e.g. authentic assessment principles or criterion reference standards). The portfolio must analyse how the selected theories address real-world VET challenges (e.g. skills gaps, technological disruption, or inclusion barriers), supported by academic sources with emphasis on recent VET research. Assessment criteria will focus on theoretical application, practical feasibility, innovation in design, academic rigour and professional presentation. Learners must also create a reflective log on how theoretical insights have transformed their approach to the VET practice.

Learning outcome 3: Analyse the impact of VET policies and practices on learners, industries and society

To demonstrate mastery of this learning outcome, learners will undertake a comprehensive policy analysis project requiring both theoretical engagements and empirical investigation. The primary assessment consists of examining a current VET policy (national or international) through three distinct lenses: micro (learning outcomes), meso (industry needs) and macro (societal benefits). Learners must select a specific policy initiative (e.g. apprenticeship levy systems or national skills accords) and conduct a triangulated analysis incorporating: 1) quantitative data from government reports or institutional statistics; 2) qualitative insights from at least five stakeholder interviews (including learners, employers, and training providers); and 3) theoretical perspectives drawn from human capital theory, social justice frameworks and

economic development models. The report must feature a comparative dimension, contrasting the selected policy with alternative approaches from another jurisdiction and include a cost-benefit analysis matrix evaluating short-term implementation challenges versus long-term systemic impacts. Learners must develop an evidence-based policy recommendation section proposing targeted improvements, supported by academic sources with emphasis on recent VET policy scholarship.

Learning outcome 4: Reflect on personal professional practice and identify areas for improvement

Learners will be required to produce a critical, evidence-based reflective portfolio that rigorously examines their professional practice within VET and identifies actionable strategies for continuous improvement. The assessment comprises a reflective report, supported by authentic professional artefacts (e.g. lesson observations, learner feedback, assessment records, or session plans), which together provide a comprehensive evidence base for analysis. Learners must employ an established reflective model (such as Gibbs' Reflective Cycle, Schön's reflection-on-action framework, or Brookfield's Critical Lenses) to systematically evaluate their practice across three dimensions: teaching and training delivery, assessment methodologies and learner engagement strategies. The reflection must move beyond descriptive accounts to demonstrate higher-order critical analysis, incorporating insights from contemporary VET literature to conceptualise personal experiences within broader pedagogical theories and sectoral challenges.

A core requirement is the identification and justification of at least three specific areas for professional development, supported by a SWOT analysis of current capabilities and a 12-month SMART action plan for improvement. Learners must critically examine how their practice aligns with industry standards (e.g. OFSTED/ETF requirements, ISO 29993) and sector-specific competencies, while also considering the impact of emerging trends (e.g. digitalisation, sustainability, or inclusive practices) on their professional growth. The portfolio must include a critical incident analysis, where learners deconstruct a significant professional challenge or success, applying theoretical perspectives to evaluate their response and propose alternative approaches.

Assessment criteria will focus on depth of critical reflection, integration of theoretical and sector-specific knowledge, quality and relevance of supporting evidence, practicality and innovation of the development plan and academic and professional communication. Good examples of work will demonstrate new or just awareness of systemic influences on practice (e.g. policy changes or organisational cultures) and innovative approaches to self-directed improvement, positioning the learner as a reflective practitioner capable of driving excellence in VET contexts.

Learning outcome 5: Propose innovative solutions to challenges in VET

Learners will undertake a comprehensive innovation project that identifies a current challenge in VET and develops an evidence-based, theoretically grounded solution. Learners must conduct a systematic needs analysis of a genuine VET challenge (e.g. skills gaps in emerging industries, low completion rates, or inadequate work-based learning opportunities), supported by both quantitative data (enrolment statistics, employment figures) and qualitative evidence (learner/employer surveys, focus groups). The proposal

must then present an original feasible solution that draws upon contemporary educational theories (e.g. design thinking principles, transformative learning theory), demonstrating awareness of technological advancements (AI, VR training), pedagogical innovations (micro-credentials, hybrid delivery models) and policy considerations.

Crucial components include: 1) A literature review situating the proposed solution within current VET scholarship; 2) A pilot implementation plan with timelines, resource requirements and risk assessment; 3) A rigorous evaluation framework using appropriate metrics (learning outcomes, employer satisfaction, cost-effectiveness); and 4) A stakeholder engagement strategy addressing potential resistance to change. The assessment requires learners to balance theoretical sophistication with practical viability, showing how their innovation could be scaled across different VET contexts.

Assessment criteria emphasise originality of thinking, theoretical grounding, practical implementation potential, evaluation rigour and professional communication. Learners must also examine the ethical implications of their proposal and alternative solutions considered.

This unit is internally assessed. Centres are encouraged to adopt a holistic approach, collecting evidence from naturally occurring activities where possible, such as lesson observations, policy analysis tasks, or reflective journals.

To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period of time.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements.*

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Resources:

Textbooks

Adnan, M. (2022) *Globalisation and the Economics of Skills*, 9780367682668

Bates, A.W. (2022) *Teaching in a Digital Age*, 9780995269255

Brookfield, S. (2017) *Becoming a Critically Reflective Teacher*, 9781119050711

Illeris, K. (2018) *Contemporary Theories of Learning*, 9781351377034

Mulder, M. (Ed.) (2017) *Competence-Based Vocational and Professional Education*, 9783319824116

Schunk, D. (2020) *Learning Theories: An Educational Perspective*, 9780134893754

UNESCO-UNEVOC (2023) *World TVET Report*, 9780367712839

Key theorists and seminal papers

Classic and contemporary learning theories

Albert Bandura

Malcolm Knowles

Jean Piaget

B. F. Skinner

Lev Vygotsky

Competency-based holistic VET models

Stephen Billett (workplace learning)

John Burke (CBET)

Globalisation, policy and economics of VET

Gary Becker (Human Capital theory)

Reflective practice and professional growth

Graham Gibbs

Donald Schön

Innovation and digital disruption in VET (VR/AR, micro-credentials)

Tony Bates

David Merrill (First Principles of Instruction)

Websites

Cedefop 'European VET Toolkit' ([VET toolkit for empowering NEETs/CEDEFOP](#))

The Learning-Theories.com knowledge base ERIC Digests on learning theory
([ERIC – ED422777 – Creating Learning Centered Classrooms. What Does Learning Theory Have To Say? ERIC Digest., 1998](#))

OECD 'Education at a Glance' VET chapters ([Education at a Glance 2023/OECD](#))

SAGE Research Methods 'Reflective Practice' topic page ([Reflectivity in Research Practice – Luigina Mortari, 2015](#))

Unit 2: Student Learning Approaches

Level:	7
Assessment type:	Internal
Credit value:	6
Guided learning hours:	45 – (NLH 60)

Unit introduction

This unit focuses on the variety of teaching approaches that support effective learning in vocational contexts. Learners will explore strategies ranging from direct instruction to collaborative and experiential methods and they will critically assess the suitability of different approaches for diverse learner groups. By analysing theoretical foundations and practical applications, learners will develop the ability to adapt teaching techniques to maximise learner engagement and outcomes.

Throughout this unit, learners will delve into the principles of adult learning theories, such as self-direction and practical relevance and examine how these theories can be applied to vocational education. They will investigate various pedagogical styles, including traditional teacher-led methods and student-centred approaches and evaluate their effectiveness in fostering critical thinking, independence and hands-on skills.

Additionally, learners will consider the ethical and practical limitations of different teaching techniques and explore ways to overcome these challenges. They will assess the role of learning support services and resources in promoting effective vocational learning and discuss best practices in resource management to enhance the overall learning experience.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Critically analyse diverse teaching and learning approaches for vocational contexts.	1.1 Identify a range of teaching approaches, discussing their theoretical underpinnings. 1.2 Critically evaluate the effectiveness of each teaching approach, referencing relevant research. 1.3 Justify approaches best suited to vocational learners with different backgrounds or skill levels.
2. Select and justify teaching techniques that meet the needs of different vocational learner groups.	2.1 Propose specific teaching techniques and explain their relevance to chosen Vocational Education and Training (VET) specialisms. 2.2 Demonstrate how to adapt or differentiate teaching techniques for diverse learners. 2.3 Critically reflect on potential ethical or practical limitations.
3. Evaluate the role of learning support and resources in promoting effective vocational learning.	3.1 Assess how learning support services can improve learner retention and success. 3.2 Examine various learning resources (digital, printed, industry-based) that enhance vocational teaching. 3.3 Discuss challenges and best practices in resource management.

Unit content

What needs to be learned
Learning outcome 1: Critically analyse diverse teaching and learning approaches for vocational contexts

Range of Approaches

- Traditional Teacher-Led Methods

  o Direct Instruction: Teacher-driven delivery of content, often structured around lectures, demonstrations and clear instructions

  o Demonstration: Showcasing techniques or procedures frequently used in practical or skills-based sessions

- Student-centred Methods

  o Problem-Based Learning: Learners investigate real or simulated problems, fostering independence and critical thinking

  o Inquiry-Based Learning: Focus on questioning, exploration and discovery, where students guide the learning process

  o Flipped Classroom: Learners access instructional content (e.g. videos, readings) before class, using in-class time for activities, discussions and deeper engagement

- Adult Learning Theories (Andragogy)

  o Principles of Self-Direction: Encouraging adults to take initiative in their learning

  o Practical Relevance: Relating content to real-world vocational contexts

  o Experience-Based Activities: Drawing on learners' prior knowledge and experiences to inform method choice

Theoretical Underpinnings

- Key Research Findings

  o Effectiveness of Varied Pedagogical Styles: Comparative studies showingdifferent outcomes for teacher-led versus student-centred approaches

  o Influence of Cognitive Psychology: Insights into how memory, attention and motivation impact teaching strategies

  o Social Constructivist Perspectives: Emphasising collaboration, dialogue and group activities for knowledge construction

What needs to be learned

- Relevance to Vocational Settings
  - Employer Demands: Aligning teaching methods with industry expectations for practical competencies and professionalism
    - Make local employer links and source current expectations in specific local industries
  - Hands-On Skills: Ensuring that chosen methods provide ample opportunity for practice, feedback and skill mastery
  - Global and Local Contexts: Balancing international best practices with specific community or workplace requirements
    - Recognise similarities and differences in international best practices at a global level and at a local level
    - Recognise similarities and differences in international best practices across cultures at a global level and a local level

Approach Selection

- Factors Influencing Choice
  - Learner Readiness: Assessing prior knowledge, motivation and confidence levels
  - Resource Availability: Considering access to equipment, technology and expert trainers/teachers
  - Cultural Expectations: Respecting local traditions, attitudes and norms around teaching and learning
- Adaptability in Response to Learner Feedback
  - Ongoing Evaluation: Gathering continuous feedback to refine methods and content
  - Flexible Planning: Remaining responsive to changing learner needs or unexpected challenges
  - Critical Analysis: Using reflective practice to make progressive adjustments for future sessions

Learning outcome 2: Select and justify teaching techniques that meet the needs of different vocational learner groups

Technique Selection

- Simulation
  - Realistic Environments: Using role-specific scenarios or digital simulations to replicate workplace conditions (virtual reality, augmented reality)
  - Safety and Risk-Free Practice: Allowing learners to make mistakes without real-world consequences

What needs to be learned

- Role-Play

  o Interpersonal Skills Development: Helping learners practise communication, negotiation, or customer service tasks

  o Confidence Building: Encouraging engagement and self-awareness in challenging situations

- Workshop-Based Training

  o Practical Hands-On Exercises: Structured workshops where learners apply theory to tangible activities

  o Facilitated Group Work: Collaborative problem-solving and peer feedback

- On-Site Demonstrations

  o Real-World Context: Taking learners to actual workplaces or using authentic equipment

  o Industry Engagement: Involving professionals or practitioners for authentic input

- Collaborative and Peer-Teaching Strategies

  o Group Projects: Small teams tackle tasks through cooperative learning, sharing insights and constructive critique

  o Peer-to-Peer Support: More experienced learners mentor novices or co-plan activities

Adapting for Diverse Learners

- Language Support

  o Translation Tools: Digital resources or bilingual materials for learners with limited English proficiency

  o Plain English Approaches: Reducing jargon and clarifying technical terminology

- Extended Learning Time

  o Flexible Scheduling: Accommodating shift workers, parents, or those with other responsibilities

  o Remedial Support: Offering extra sessions or tutorials to reinforce key concepts

- Addressing Varying Cognitive or Physical Abilities

  o Differentiated Resources: Adjusting content complexity, format, or pace to suit individual needs

  o Accessibility Measures: Providing assistive technologies, step-free access, or adapted equipment

What needs to be learned

Ethical/Practical Limitations

- Resource Constraints

  o Budgetary Considerations: Limited funding for specialised tools or staff training

  o Infrastructure Issues: Inadequate classroom space, poor internet connectivity, or outdated equipment

- Institutional Policies

  o Time Limitations: Balancing curriculum demands with meaningful hands-on practice

  o Assessment Regulations: Standardised requirements that may restrict creative or flexible approache

- Confidentiality, Safeguarding and Equality

  o Data Protection: Ensuring learner information remains private, especially in workplace-based settings

  o Safeguarding: Protecting children from maltreatment, preventing impairment of children's mental and physical health or development and ensuring that children grow up in circumstances consistent with the provision of safe and effective care

  o Inclusion of All Learners: Upholding fairness, providing necessary accommodations and avoiding bias

Learning outcome 3: Evaluate the role of learning support and resources in promoting effective vocational learning

Learning Support Services

- Additional Skills Development

  o Literacy and Numeracy: Tailoring remedial or supplementary sessions to bolster foundational skills

  o Digital Skills: Assisting learners with basic computing, online navigation and use of vocational e-resources

- Mentoring and Guidance

  o Pastoral Care: Support for personal, social, or emotional challenges

  o Career Counselling: Helping learners identify pathways, placements, or progression opportunities

  o Peer Mentoring: Encouraging a supportive network within the learner community

Learning Resources

- Physical Resources

What needs to be learned

- o Laboratories and Workshops: Offering industry-standard tools, machinery, or lab equipment

- o Specialised Training Rooms: Configured spaces that emulate real-world vocational settings (e.g. hospital wards, catering kitchens)

- Digital Tools

  - o Virtual Learning Environments (VLEs): Online platforms hosting interactive modules, discussion forums and assessment tasks

  - o Artificial Intelligence (AI): Systems which display intelligent behaviour by analysing their environment and taking actions, with some degree of autonomy, to achieve specific goals

  - o Simulations: Software enabling hands-on practice in virtual formats, reducing real-world risks

- Authentic Industry Materials

  - o Case Studies: Real scenarios, past projects, or operational data that illustrate current industry practices

  - o Professional Standards and Documentation: Guidelines, regulations, or manuals relevant to the learners' vocational field

Challenges and Best Practices

- Funding and Investment

  - o Budget Allocations: Determining priorities for resource purchase or development

  - o Sponsorship and Grants: Seeking external funds from industry or government

- Staff Training and Collaboration

  - o Continuous Professional Development: Regular updates for instructors on technology, pedagogy, or policy changes

  - o External Stakeholders: Partnerships with industry experts, local businesses, or professional bodies

- Principles of Universal Design for Learning (UDL)

  - o Inclusive Resource Selection: Ensuring materials and activities cater for diverse learning preferences and needs

  - o Flexible Presentation: Offering multiple formats (text, audio, video) to enhance accessibility

  - o Learner Autonomy: Providing choices in how learners engage with content and demonstrate understanding

Essential information for tutors and assessors

Essential resources

For this unit, centres need:

- A variety of vocational teaching case studies and research articles

- Practical demonstration areas (e.g. workshops, labs) where possible

- Institutional policies outlining available learner support services

Delivery requirements and learning activities

- **Comparative Seminars:** Invite learners to present on different approaches, supported by relevant research.

- **Micro-teaching/Role-play:** Facilitate sessions where learners practise selected techniques, receiving immediate feedback.

- **Resource Evaluation Workshops:** Encourage learners to explore and evaluate multiple resource types.

- **Reflective Logs:** Require learners to maintain ongoing reflection, focusing on how and why they choose certain methods.

Assessment requirements

Learning outcome 1: Critically analyse diverse teaching and learning approaches for vocational contexts

To assess the learning outcome of critically analysing diverse teaching and learning approaches, learners should be required to demonstrate a comprehensive understanding of both traditional teacher-led methods and student-centred methods. This includes direct instruction, demonstration, problem-based learning, inquiry-based learning and flipped classroom techniques. Learners should be able to compare and contrast these approaches, highlighting their effectiveness in different educational contexts and their impact on student engagement and learning outcomes. Additionally, students should be able to apply adult learning theories, such as principles of self-direction and practical relevance, to real-world vocational settings. These real-world settings can be sourced through the local employer links that will add local context to the theories.

The assessment should also require learners to critically evaluate the theoretical underpinnings of these teaching methods, drawing on key research findings and cognitive psychology insights. They should analyse the influence of social constructivist perspectives and the relevance of these approaches to vocational settings, considering employer demands and hands-on skills. Furthermore, learners should be able to justify their choice of teaching methods based on factors such as learner readiness, resource

availability and cultural expectations. This critical analysis should be supported by reflective practice, allowing learners to make progressive adjustments for future sessions.

Learning outcome 2: Select and justify teaching techniques that meet the needs of different vocational learner groups

To assess the learning outcome of selecting and justifying teaching techniques for different vocational learner groups, the learners should focus on evaluating the effectiveness and appropriateness of the chosen methods. The assessment should include a detailed analysis of how each technique addresses the specific needs of various learner groups, considering factors such as their cognitive abilities, language proficiency and practical skills. The assessment should also examine the rationale behind the selection of each technique, highlighting the benefits and potential challenges associated with its implementation. This will ensure that the chosen methods are not only suitable for the learners but also align with the overall educational goals and objectives.

Additionally, the assessment should involve practical demonstrations and real-world applications of the selected teaching techniques. This could include simulations, role-plays, workshop-based training, and on-site demonstrations, allowing learners to engage in hands-on activities and apply theoretical knowledge in realistic settings. The assessment should also incorporate collaborative and peer-teaching strategies, encouraging learners to work together and support each other's learning process. By providing opportunities for practical application and collaboration, the assessment will help to reinforce the learning outcomes and ensure that learners are well prepared for their vocational roles.

Learning outcome 3: Evaluate the role of learning support and resources in promoting effective vocational learning

To effectively evaluate the role of learning support and resources in promoting vocational learning, the assessment should include both qualitative and quantitative measures. Learners should be required to conduct a comprehensive analysis of various learning support services, such as literacy and numeracy sessions, digital skills assistance, mentoring and career counselling. They should also examine the impact of physical resources like laboratories, workshops, and specialised training rooms, as well as digital tools such as VLEs, AI systems and simulations. The assessment should involve collecting data through surveys, interviews and observations to gauge the effectiveness of these supports and resources in enhancing vocational learning outcomes.

In addition to the analysis, learners should be required to present case studies and real-world examples that illustrate the practical application of learning support and resources in vocational settings. They should critically evaluate the challenges and best practices associated with funding, staff training and collaboration with external stakeholders. The assessment should also emphasise the principles of Universal Design for Learning (UDL), encouraging learners to consider inclusive resource selection, flexible presentation formats and learner autonomy. By addressing these aspects, the assessment will provide a holistic understanding of how learning support and resources contribute to effective vocational learning.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period of time.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements.*

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Resources:

Textbooks

Hattie, J. (2023) *Visible Learning: The Sequel*, 9781032462035

Knowles, M. et al. (2020), *The Adult Learner*, 9780429299612

Kolb, D. (2015) *Experiential Learning: Experience as the Source of Learning and Development*, 9780133892505

Rosenshine, B. (2012) *Principles of Instruction* American Educator, 9781912906208

Tomlinson, C. (2017) *How to Differentiate Instruction in Academically Diverse Classrooms*, 9781416623304

Key theorists and seminal papers

Teacher-led versus student-centred pedagogies (direct instruction, inquiry, flipped classroom)

Robert Gagné *Competency-based holistic VET models*

Barak Rosenshine

Adult learning and motivation in vocational settings

Edward Deci and Richard Ryan (Self-Determination Theory) Reflective practice and professional growth

Malcolm Knowles

Experiential, problem-based and simulation learning

Howard Barrows (PBL)

David Kolb

Differentiation and inclusive technique adaptation

Carol Tomlinson

UDL Council (CAST)

Learning support and resource curation

John Hattie (effect sizes)

Websites

CAST 'Universal Design for Learning Guidelines' ([The UDL Guidelines](#))

Education Endowment Foundation (EEF) 'Teaching and Learning Toolkit' ([Teaching and Learning Toolkit | EEF](#))

Edutopia 'Research-Backed Strategies' ([11 Research-Based Classroom Management Strategies | Edutopia](#))

National Center for the Study of Adult Learning and Literacy ([NCSALL: NCSALL Home](#))

Society for Simulation in Healthcare 'SimCenter' resources ([Resources for using Simulation in Healthcare](#))

Unit 3: Designing for Learning

Level:	7
Assessment type:	Internal
Credit value:	9
Guided learning hours:	60 (NLH – 90)

Unit introduction

This unit delves into the principles and practices of curriculum design, assessment planning and inclusive teaching. Learners will explore foundational educational theories – philosophical, sociological and psychological – and apply them to develop responsive and engaging vocational curricula. The integration of technology and partnerships with industry or support services is also emphasised to ensure holistic programme planning.

Throughout the unit, learners will be encouraged to critically evaluate how these foundational elements inform content choices and structure in vocational programmes. They will reflect on potential tensions when multiple philosophies coexist within the same curriculum or institution and assess how changing industry needs can prompt curriculum adjustments based on educational foundations.

By the end of this unit, learners will have developed the skills to create inclusive curriculum and assessment strategies that address diverse student needs. They will be able to apply technology and professional partnerships effectively in vocational teaching, ensuring that their curriculum design enhances student experience and meets industry expectations. To showcase this, learners will research and test adaptations to class practice with students.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Integrate educational foundations into vocational programme design.	1.1 Demonstrate understanding of relevant educational philosophies and their implications for VET.
	1.2 Discuss sociological and psychological factors influencing curriculum decisions.
	1.3 Evaluate how educational foundations inform content choices and structure in vocational programmes.
	1.4 Reflect on potential tensions when multiple philosophies coexist within the same curriculum or institution.
	1.5 Plan scaffolded support or enrichment activities to accommodate different skill levels.
2. Develop inclusive curriculum and assessment strategies that address diverse student needs.	2.1 Produce a curriculum outline demonstrating awareness of cultural, socio-economic and learning differences.
	2.2 Propose assessment approaches that are valid, transparent and fair.
	2.3 Justify how the strategies promote inclusivity, equality and student progression.
	2.4 Evaluate how each assessment approach can reduce bias and promote equitable learner opportunities.
3. Apply technology and professional partnerships effectively in vocational teaching.	3.1 Identify relevant technological tools to enhance learning experiences.
	3.2 Establish collaborations with internal (support staff) or external (employers, community) partners to enrich teaching.
	3.3 Analyse how technology and partnerships improve learner engagement and vocational relevance.
	3.4 Evaluate best practices or case studies where these tools have successfully boosted learner engagement.
	3.5 Explore legal and ethical considerations (data privacy, intellectual property, safeguarding).

Unit content

What needs to be learned
Learning outcome 1: Integrate educational foundations into vocational programme design

Philosophical Perspectives

- Essentialism
  - Focus on core knowledge and foundational skills
  - Traditional, teacher-centred approach emphasising discipline and rigour
  - Applications in practical, vocational contexts where mastery of fundamental techniques is crucial

- Progressivism
  - Student -centred methodology highlighting active problem-solving, critical thinking and experiential learning
  - Encourages collaboration, real-world tasks and adaptation to learners' interests and needs
  - Particularly relevant for vocational settings that evolve with industry demands

- Constructivism
  - Learners construct knowledge through hands-on experiences, reflection and social interaction
  - Stresses the importance of scaffolding and facilitating discovery-based activities
  - Highly suited for adult learning and skill-based programmes that require experimentation and feedback

- Humanism
  - Emphasises personal growth, self-direction and an empathetic learning environment
  - Recognises individual learner goals, motivations and emotional well-being as integral to education
  - Encourages respect, autonomy and tailored support in vocational programmes

- Application to Skills-Based Training and Adult Learning
  - Selecting elements from each philosophical stance can inform balanced vocational curricula
  - Integrating both teacher-led structure (Essentialism) and student-centred initiatives (Progressivism) to meet varied industry requirements
  - Ensuring that emotional and experiential factors (Humanism, Constructivism) shape adult education strategies

What needs to be learned

Sociological and Psychological Factors

- Cultural and Socio-Economic Influences

    o Cultural norms, traditions, and socio-economic contexts can shape learners' expectations, aspirations and engagement

    o Vocational programmes need to accommodate diverse cultural values, language needs and financial constraints

    o Strategies may include bilingual resources, bursaries, or community partnerships to reduce barriers

- Motivation and Identity

    o Learners' self-concept, career aspirations and motivation levels influence commitment and performance

    o Encouraging goal setting, autonomy and relevance to real-world jobs can bolster motivation

    o Mentoring or guidance services can support identity development and help learners envision future career paths

- Cognitive Development Theories

    o Piagetian: Understanding how learners transition through stages (e.g. concrete to abstract thinking) can inform activity design

    o Vygotsky's Zone of Proximal Development (ZPD): Emphasises scaffolding tasks just beyond current competence

    o Information Processing Models: Acknowledge limitations of attention, memory load and the importance of structured practice in vocational contexts

- Implications for Vocational Teaching

    o Adapting teaching styles and complexity levels to meet learners where they are developmentally

    o Integrating collaborative tasks and peer support to harness social learning benefits

    o Incorporating reflective sessions to consolidate knowledge and address misconceptions

Programme Structure

- Sequencing of Learning Outcomes

    o Organising content from simple through complex to build competence systematically

    o Ensuring each step provides a solid foundation for subsequent skills or concepts

What needs to be learned

- o Incorporating milestone assessments or checkpoints to track learner progress

- Scaffolding Complexity

  - o Offering guided practice initially, then gradually encouraging independent work

  - o Employing differentiation techniques for learners with varying skill levels

  - o Incorporating project-based assignments that become more challenging as confidence grows

- Differentiated Instruction

  - o Altering tasks, materials, or support based on learners' language proficiency, cognitive abilities, or prior experience

  - o Providing scaffolds like visual aids, glossaries, or adaptive software

- Aligning Curriculum with Industry Standards and Qualification Frameworks

  - o Consulting professional bodies, employers and national or international qualification authorities

  - o Embedding the necessary technical, safety and regulatory requirements into learning outcomes

  - o Ensuring accreditation pathways are clear, which can enhance employability and global recognition

Learning outcome 2: Develop inclusive curriculum and assessment strategies that address diverse student needs

Curriculum Outline

- Learning Aims and Objectives

  - o Establishing clear, measurable goals aligned with both student needs and vocational competencies

  - o Including industry-relevant soft skills (e.g. communication, teamwork) alongside technical content

- Essential Content Areas

  - o Focusing on the practical skills, theoretical knowledge and professional values integral to a vocational field

  - o Highlighting safety protocols, ethical standards and industry regulations

- Cross-Curricular Links

  - o Integrating numeracy, literacy, or digital literacy within vocational tasks for broader skill development

  - o Encouraging transferable skills (e.g. problem-solving, creativity) through interdisciplinary projects

What needs to be learned

- Provision for Students with Different Abilities and Experiences

  o Entry-level diagnostics to tailor learning pathways or provide bridging modules

  o Opportunities for advanced students to undertake higher-level tasks or mentoring roles

Assessment Approaches

- Range of Methods

  o Practical Tasks: Demonstrations, workshops, or real/virtual simulations to show applied competence

  o Projects: Extended assignments reflecting real-world job requirements and problem-solving abilities

  o Portfolios: Ongoing evidence of skill growth, reflecting both process and product

  o Exams: Used sparingly or in conjunction with practical tasks to measure theoretical understanding

- Alignment with Learning Outcomes and Vocational Competences

  o Explicitly mapping assessment criteria to intended outcomes

  o Ensuring clarity for students about how tasks relate to industry expectations

  o Regular moderation and standardisation to maintain consistency and fairness

Promoting Inclusivity

- Multiple Assessment Modes

  o Offering varied formats (written, oral, digital, practical) so students can demonstrate authenticity and competence in ways that suit their strengths

  o Incorporating formative assessment for timely feedback and incremental improvement

- Cultural Sensitivity and Bridging Socio-Economic Barriers

  o Selecting or designing materials that reflect diverse backgrounds, avoiding stereotypes or biases

    – Compare materials designed for a global audience to materials for a local audience

  o Providing financial or technological support for learners lacking resources (e.g. free software, loaned devices)

  o Encouraging community engagement and parental or employer involvement where relevant

What needs to be learned

Learning outcome 3: Apply technology and professional partnerships effectively in vocational teaching

Technology Integration

- Digital Content Creation

  o Developing e-learning modules, recorded demonstrations, or interactive tutorials

  o Encouraging learners to create digital artefacts (e.g. online portfolios, multimedia presentations)

- Interactive Simulations

  o Replicating workplace scenarios with realistic challenges, especially useful in hazardous or high-cost environments

  o Allowing learners to practise problem-solving in a safe, controlled virtual space

- Online Collaboration Tools

  o Using discussion forums, group chats, or shared documents for peer interaction and co-creation of knowledge

  o Tracking learner progress, offering personalised feedback and analysing performance data

- Enhancing Engagement and Feedback

  o Employing gamification elements (e.g. badges, leader boards) to motivate learners

  o Providing timely, data-driven insights to inform both instructors and learners of progress

Professional Collaborations

- Employer Engagement

  o Site visits to observe real operations, equipment usage and professional conduct

  o Guest lectures or masterclasses from industry experts to connect theory with practice

  o Collaborative projects that address actual business or community needs

- Support Services (Counselling, Pastoral Care)

  o Identifying and resolving personal challenges that may hinder learning (e.g. stress, financial difficulties, work-life balance)

  o Referrals to specialised staff or external agencies when necessary

  o Developing a supportive atmosphere where learners feel valued and safe

What needs to be learned

Impact Analysis

- Evaluating Student Engagement

  o Monitoring attendance, participation and performance data to gauge interest and motivation

  o Collecting qualitative feedback (e.g. surveys, interviews) to capture students' perceptions of the programme's effectiveness

- Satisfaction and Skill Acquisition

  o Assessing improvements in practical abilities, confidence and overall employability

  o Reviewing students' reflections, progression into employment, or workplace success rates

- Monitoring Industry Feedback and Evolving Technology Use

  o Regularly consulting employers and professional bodies to ensure alignment with current industry trends

  o Adjusting technological tools and pedagogical approaches in response to new developments (e.g. AI, robotics)

  o Continuously refining partnerships and resource allocation to maintain programme relevance

- Legal and ethical considerations

  o Data privacy, intellectual property, safeguarding

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Delivery requirements and learning activities

- **Theory to Practice Seminars:** Link foundational theories to real examples of vocational programmes.

- **Curriculum Design Workshops:** Learners draft outlines and share feedback in collaborative sessions.

- **Assessment Planning Exercises:** Explore various assessment tools, focusing on fairness, timing and clarity.

- **Technology Demonstrations:** Showcase digital platforms or tools that can enhance vocational teaching.

- **Peer and Employer Feedback Sessions:** Gather insights on programme feasibility and relevance.

Assessment requirements

Learning outcome 1: Integrate educational foundations into vocational programme design

To assess the integration of educational foundations into vocational programme design, Learners should demonstrate a comprehensive understanding of various philosophical perspectives such as Essentialism, Progressivism, Constructivism and Humanism. They should be able to critically analyse how these perspectives can be applied to vocational contexts, highlighting the importance of core knowledge, student-centred methodologies, hands-on experiences and personal growth. Assessments should include written assignments where learners compare and contrast these philosophies, as well as practical projects where they design vocational programmes that incorporate elements from each perspective. Additionally, learners should be evaluated on their ability to adapt these educational foundations to meet the diverse needs of students, considering factors such as cultural norms, socio-economic contexts and individual motivations.

Furthermore, learners should be assessed on their ability to apply sociological and psychological theories to vocational programme design. This includes understanding the impact of cultural and socio-economic influences on students' expectations and engagement, as well as the role of motivation and identity in shaping learning experiences. Assessments should involve case studies and reflective essays where learners analyse real-world vocational programmes and propose strategies to enhance student engagement and success. Learners should also demonstrate their ability to design programmes that accommodate diverse learning needs, using theories such

as Piaget's stages of cognitive development and Vygotsky's Zone of Proximal Development. Practical assessments could include the creation of lesson plans and instructional materials that reflect these theoretical principles and support learners' developmental stages.

Learning outcome 2: Develop inclusive curriculum and assessment strategies that address diverse student needs

The assessment for this learning outcome should encompass a variety of methods to ensure that all learners can demonstrate their competence in ways that suit their strengths. Practical tasks such as demonstrations, workshops, or real/virtual simulations should be used to show applied competence. Projects that reflect real-world job requirements and problem-solving abilities are also essential. Portfolios can provide ongoing evidence of skill growth, reflecting both the process and the product. While exams can be used, they should be employed sparingly or in conjunction with practical tasks to measure theoretical understanding.

It is crucial to align the assessment criteria explicitly with the intended learning outcomes and vocational competencies. This ensures clarity for learners about how tasks relate to industry expectations. Regular moderation and standardisation are necessary to maintain consistency and fairness in the assessment process. Additionally, promoting inclusivity through differentiated instruction and multiple assessment modes is vital. This includes altering tasks, materials, or support based on learners' language proficiency, cognitive abilities, or prior experience and offering varied formats (written, oral, digital, practical) so learners can demonstrate competence in ways that suit their strengths.

To complete this assessment criteria, learners should test adaptations to class practice with students. Learners must plan and deliver a short lesson of a minimum of 45 minutes, to a class with precise methods and resources, along with a critical self-evaluation of their effectiveness and justification of their choices of approaches. Formal feedback should also be included in the evidence. Learners must design a lesson plan for a named topic within their specialist subject and provide a complete explanation of which learning inclusive curriculum and assessment methods have influenced their choices of activities, resources and assessment strategies. A reflective journal documenting their attempts to apply specific inclusive curriculum and assessment methods must be provided. The reflection should analyse the outcomes and reflect on what was learned about how effective different approaches were and suggest adaptations to teaching approaches and resources in response to diverse learning needs and characteristics.

Learning outcome 3: Apply technology and professional partnerships effectively in vocational teaching

To assess the effectiveness of technology integration in vocational teaching, learners should be required to develop and present digital content such as e-learning modules, recorded demonstrations, or interactive tutorials. These digital artefacts should demonstrate the learner's ability to create engaging and educational content that enhances the learning experience. A suitable way to demonstrate this could be for learners to test their devlopments with a class of students and to gain feedback on their

experiences of the learning and resources. Additionally, learners should conduct class-based action research and be encouraged to use online collaboration tools like discussion forums, group chats, or shared documents to facilitate peer interaction and co-creation of knowledge. The assessment should also include tracking student progress, offering personalised feedback and analysing performance data to ensure that the technology is being used effectively to support learning outcomes.

In terms of professional partnerships, learners should engage in activities that involve employer engagement, such as site visits to observe real operations, equipment usage and professional conduct. They should also participate in guest lectures or masterclasses from industry experts to connect theoretical knowledge with practical applications. Collaborative projects that address actual business or community needs should be included in the assessment to evaluate the learner's ability to work effectively with industry partners. Additionally, learners should be assessed on their ability to identify and resolve personal challenges that may hinder learning, such as stress or financial difficulties and their ability to develop a supportive atmosphere where learners feel valued and safe.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period of time.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements.*

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Resources

Textbooks

Gravells, A. (2022) *Principles and Practices of Assessment*, 9781529765533

Ornstein, A. and Hunkins, F. (2018) *Curriculum: Foundations, Principles and Issues*, 9780134060354

Pritchard, I. and Sanderson, R. (2023) *Ethics and Law for Teachers*, 9780176590314

Salas, E. et al. (2019) *Guidelines for Simulation-Based Training*, 9780702082078

Tobin, T. and Behling, K. (2018) *Reach Everyone, Teach Everyone*, 9781946684615

Wiggins, G. and McTighe, J. (2021) *Understanding by Design* (UbD), 9780871208552

Key theorists and seminal papers

Philosophical and psychological foundations of curriculum

John Dewey

Paulo Freire

Carl Roger

Inclusive curriculum and assessment design

Grant Wiggins

Dylan William

Universal Design for Learning and accessibility

David Rose

Technology-enhanced learning and industry partnerships

Richard Mayer

Legal/ethical dimensions: data privacy, IP, safeguarding

Helen Beauchamp

Joan E. Sieber

Websites

CAST UDL site (Universal Design for Learning/CAST)

ICO UK Education and GDPR guidance (Education data/ICO)

Jisc Digital Pedagogy (Exploring the digital pedagogy toolkit – Jisc)

Quality Matters Higher-Ed Rubric (Higher Ed Course Design Rubric/Quality Matters)

Stanford Encyclopaedia of Philosophy – Education entries (Philosophy of Education (Stanford Encyclopedia of Philosophy)

Unit 4: Research Project

Level:	7
Assessment type:	Internal
Credit value:	9
Guided learning hours:	60 – (NLH – 90)

Unit introduction

This unit is designed to develop learners' ability to plan and execute a structured research project addressing key issues in teaching and learning, particularly within vocational or post-compulsory education contexts. By defining clear objectives, applying research methodologies and critically evaluating data, learners will enhance their capacity for evidence-based decision-making and continuous improvement in educational practice. This unit encourages engagement with contemporary educational issues, fostering critical thinking skills and the application of theoretical knowledge to practical situations. It also aims to promote a reflective approach to professional practice, enabling learners to evaluate the impact of their research on their own development and on educational practice more broadly.

Learners will begin by identifying a relevant research problem within the context of teaching, learning, or educational policy. This involves conducting a thorough contextual review, drawing on personal experiences, literature reviews, policy directives and discussions with experts. They will formulate specific, measurable and achievable research objectives that demonstrate a deep understanding of theoretical perspectives and justify the significance of the research problem by integrating critical theoretical and practical considerations. Following this, learners will design a methodological research strategy, selecting appropriate qualitative, quantitative, or mixed methods and develop an effective sampling strategy.

Learners will critically evaluate the analytical process by comparing empirical results with established literature and conceptual frameworks. They will synthesise key findings to construct a coherent narrative linked to the research objectives, considering factors such as the socio-economic landscape, policy environment and the role of vocational training. Learners will evaluate the implications of their findings and propose innovative, evidence-based recommendations to enhance educational practice and policy. Finally, they will reflect on and evaluate the impact of their research on personal, professional and institutional educational practice, examining how the research outcomes inform and transform teaching and learning strategies in real-world contexts. This reflective practice

will also involve assessing the contribution of the findings to ongoing professional development and policy refinement and proposing future research directions and emerging trends.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	
1. Identify and articulate coherent research objectives relevant to educational practice.	1.1	Identify a research problem within teaching, learning or educational policy.
	1.2	Formulate specific, measurable, and achievable research objectives that demonstrate a deep understanding of theoretical perspectives.
	1.3	Justify the significance of the research problem by integrating critical theoretical and practical considerations.
2. Design and execute systematic research and critical analysis in a specialist area of education.	2.1	Design a methodologically sound research strategy, drawing on appropriate qualitative, quantitative, or mixed methods.
	2.2	Conduct data collection and analyse data with rigorous academic practice and ethical scrutiny.
	2.3	Critically evaluate the analytical process by comparing empirical results with established literature and conceptual frameworks.
3. Critically evaluate and synthesise research findings to generate evidence-based conclusions and recommendations.	3.1	Synthesise key findings to construct a coherent narrative that is logically linked to the research objectives.
	3.2	Analyse current evidence in the field of Vocational Education and Training (VET) in the specific areas of your own region.
	3.3	Evaluate the implications of the findings and propose innovative, evidence-based recommendations to enhance educational practice and policy.
	3.4	Critically reflect on research limitations and articulate the potential for further enquiry.

Learning outcomes	Assessment criteria
4. Reflect on and evaluate the impact of research on personal, professional and institutional educational practice.	4.1 Examine how the research outcomes inform and transform teaching and learning strategies in a real-world context.
	4.2 Assess the contribution of the findings to ongoing professional development and policy refinement.
	4.3 Propose future research directions and emerging trends by critically evaluating the broader implications of the study.

Unit content

What needs to be learned
Learning outcome 1: Identify and articulate coherent research objectives relevant to educational practice

Contextual review to identify a research problem

- Personal experiences

- Literature reviews

- Policy directives

- Discussions with experts

- Theoretical frameworks

- Analysing data

- Gaps in existing research

Needs analysis

- Insights from stakeholders (e.g. teachers, students, policymakers) to validate the relevance and urgency of the identified issue

Problem definition

- Methods to narrow the scope to a specific, manageable problem that can be investigated within the available time and resources (e.g. core and fundamental issue, clear and focussed definition)

Alignment with educational priorities or policies

- Underlying themes that the research problem is addressing (e.g. quality of education, supporting students, fostering a positive learning environment, curriculum development, teacher training, promoting inclusivity and equity, addressing mental health and well-being)

- Alignment with institutional, national or global educational agendas (educational policies)

Research preparation and planning

- SMART (Specific, Measurable, Achievable, Relevant, Time-bound) objectives

- Tools for measurability (quantitatively or qualitatively assessments)

- Theory integration, including relevant theoretical frameworks (e.g. constructivism, critical pedagogy)

- Feasibility assessment (practical constraints, e.g. time, resources, ethical approvals)

What needs to be learned

Theoretical and practical considerations

- Literature synthesis

- Practical value

- Ethical dimension

- Contribution to knowledge

Learning outcome 2: Design and execute systematic research and critical analysis in a specialist area of education

Research design

- Method types: quantitative, qualitative or mixed

- Method selection and rationale, e.g. case study, survey, ethnography

- Sampling strategy: purpose, random, stratified

- Reliability and validity: triangulation, pilot tests, instrument validation

Data collection and analysis

- Methods: surveys, interviews, observations, document analysis, consistency and clarity of rules and protocols used in data collection

- Ethical approvals and consent: institutional and national guidelines and legislation, confidentiality, respect of participants and informed consent

- Analysis techniques: systematic methods (e.g. thematic analysis, statistical modelling, content analysis)

- Data management: safeguarding and secure storage, clear procedures for organisation, anonymisation, data retention and disposal

- Interpretation of findings

Research findings

- Comparative review: key trends or anomalies in the data collected

- Conceptual alignment: empirical evidence and the challenges presented to underlying theoretical perspectives

- Reflection: potential biases, methodological constraints, external factors, outcomes of the research against the research question and broader educational contexts

What needs to be learned

Learning outcome 3: Critically evaluate and synthesise research findings to generate evidence-based conclusions and recommendations

Research analysis

- Structured presentation

- Internal consistency: data strands (e.g. survey results, interview themes)

- Narrative integration: illustrative examples, quotes, statistical highlights

- Progressive summaries: interim findings, overarching insights

Factors

- Socio-economic landscape: economic sectors and considerations within region, associated VET workforce developmental areas

- Policy environment: Government initiatives and legislation guiding vocational education and training (e.g. tertiary and vocational education commission policies)

- Role of vocational training: enhanced employability, addressing skill shortages, fostering an inclusive environment

- Policy development: quality assurance frameworks, accreditation, curriculum and educational framework updates

- Resource allocation: prioritising investment, modernising equipment, digital infrastructure

- Resource expansion: long-term outcomes, employer and industry feedback, skill demands, standards

Educational practice and policy

- Practical applications: actionable strategies for teaching, learning or policy

- Innovation: creative approaches

- Feasibility and scalability: resource requirements, training needs, policy adaptations

- Stakeholder engagement: educators, administrators, students, policymakers

Research limitations

- Methodological boundaries

- Contextual constraints: environmental, cultural and organisational factors

- Future research directions: deeper investigation, new theoretical integration, advanced methodological approaches

- Continual improvement: refinement of ideas and practices

What needs to be learned

Learning outcome 4: Reflect on and evaluate the impact of research on personal, professional and institutional educational practice

Personal, professional, and institutional educational policy

- Practical relevance

- Strategy revision: course and lesson planning, assessment, or student engagement techniques

- Context-specific adjustments: adaptations, localisation (primary, secondary, HE, adult learning)

- Professional growth: pedagogy, leadership skills

- Peer dissemination: workshops, conferences, publications, wider engagement activities

- Policy shaping: institutional regulations, resource allocations, curriculum design

- Trend forecasting: developments in technology, pedagogy, educational policy

- Synergy with other fields: interdisciplinary collaboration (e.g. psychology, sociology, ICT)

- Long-term vision: strategic outlooks, student demographics, policy landscapes

Essential information for tutors and assessors

Essential resources

For this unit, centres need:

- Access to academic journals, sector reports, and policy documents

- Research design and ethics guidelines (institutional or external)

- Appropriate data collection tools (e.g. survey software, interview templates)

Delivery requirements and learning activities

- **Research Proposal Workshops:** Help learners refine research questions, objectives, and methodologies.

- **Methodology Seminars:** Explore qualitative, quantitative and mixed methods approaches, including data analysis techniques.

- **Peer Support Sessions:** Encourage the exchange of ideas, shared problem-solving and critical friend feedback.

- **Ethics Briefings:** Ensure learners understand consent procedures, confidentiality and good practice guidelines.

- **Draft Presentation Reviews:** Provide formative feedback on structuring findings and recommendations.

Assessment requirements

Learning outcome 1: Identify and articulate coherent research objectives relevant to educational practice

This learning outcome requires learners to identify a problem or issue within the context of teaching, learning, or educational policy and must undertake the necessary preliminary research to determine this using established research methods. Learners should engage with the relevant stakeholders to validate the relevancy of the problem or issue, further supported by demonstrating how the proposed research problem addresses pressing concerns or aligns with institutional, national, or global policies. Learners must present a well-structured proposal, showing clear and well-defined objectives and indicators of success, exemplifying the relevant theoretical frameworks. Learners must position the study within broader academic discourse, highlighting existing debates or unresolved questions. Their proposal must demonstrate how the research outcomes could inform teaching strategies, learner support, or policy formation. Finally, the proposal should argue how the proposed research will advance theoretical understanding or educational practices in a meaningful way.

Learning outcome 2: Design and execute systematic research and critical analysis in a specialist area of education

This learning outcome requires learners to carefully choose and use a research strategy utilising the range of methods and sampling strategies to determine a set of reliable and valid outcomes. Learners must always follow the appropriate rules and protocols when collecting data and seek the necessary consent from the participants. They must consider ethical adherence. They will use techniques to analyse the data collected to interpret the findings objectively. Learners will report on the key trends or anomalies in the data to existing research, highlighting consistencies or areas of divergence. They will examine how the empirical evidence supports or challenges the underlying theoretical perspectives. They must critically reflect by identifying potential biases and methodological constraints. Finally, they should be encouraged to have a nuanced discussion about the research question in light of broader educational contexts with their peers.

Learning outcome 3: Critically evaluate and synthesise research findings to generate evidence-based conclusions and recommendations

This learning outcome requires learners to produce a research report or equivalent output, which considers how the data collected converges or diverges around central arguments, reinforced with illustrative examples, quotes, or statistical highlights to demonstrate the coherence of the overall argument. They must summarise any interim findings, culminating in a definitive set of overarching insights. Learners must provide an overview of the key economic sectors in their own region and how VET supports the workforce development in these areas. Learners should introduce novel ideas or creative practices that go beyond established practices. They should discuss the resource recommendations, training needs, or policy adaptations required to implement the recommendations effectively. The report should also recognise environmental, cultural, or organisational factors that limit the scope or impact of the study, as well as suggest areas needing deeper investigation. They should clearly demonstrate that an iterative and reflective approach has been taken, with an ongoing refinement of ideas and practices.

Learning outcome 4: Reflect on and evaluate the impact of research on personal, professional and institutional educational practice

This learning outcome requires learners to critically reflect on their research process and outcomes, demonstrating self-awareness and professional insight and identifying specific areas for future development or further investigation in educational practice. The report should consider how the research insights may alter lesson planning, assessment, or student engagement techniques. It should include ideas for adaptation and localisation for different educational environments. Personal reflection is a key aspect of this learning outcome. The learner should demonstrate professional growth and reflect on the research exercise and outcomes in terms of their own pedagogy and leadership skills. They should demonstrate how evidence-based arguments can influence institutional regulations, resource allocation, or curriculum design. They must also think about the long-term vision and be able to articulate a strategic outlook on how the work may evolve, addressing shifts in student demographics and policy landscapes.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period of time.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements.*

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Resources

Textbooks

Braun, V. and Clarke, V. *Thematic Analysis: A Practice Guide*, 2022, 9781473953239

Cohen L., Manion, L. and Morrison, K. *Research Methods in Education*, 2023, 9781412940092

Creswell, J. and Creswell, J. *Research Design*, 2023, 9781506386690

Punch, K. and Oancea, A. *Introduction to Research Methods in Education*, 2024, 9781473909199

Key theorists and seminal papers

Research design and methodology, including qualitative, quantitative, and mixed methods

John W. Creswell

Nancy LeCompte

Sampling, reliability, validity and ethics

Egon G. Guba

Yvonna S. Lincoln

Data analysis (statistical and thematic)

Virginia Braun

Andy Field

Writing up and disseminating findings

Ken Hyland (academic writing)

Websites

BERA Ethical Guidelines (http://bera.ac.uk/)

ERIC 'How-to' papers (https://eric.ed.gov/)

Sage Research Methods Online (https://methods.sagepub.com/)

Unit 5: Reflective Practice in Education

Level:	7
Unit type:	Mandatory
Assessment type:	Internal
Credit value:	9
Guided learning hours:	60 (NLH – 90)

Unit introduction

This unit focuses on the systematic understanding and application of professional standards and reflective practices in education. Learners are required to analyse how professional standards and codes of conduct influence teaching roles and responsibilities while addressing potential tensions between institutional policies and ethical guidelines. By applying recognised reflective models such as Gibbs or Schön, learners critically evaluate their teaching practices, identify strengths and areas for development, and assess the impact of reflection on their teaching methods. This process involves synthesising feedback from multiple sources, including peers and students, to promote continuous improvement.

A key component of the unit is the creation of a professional development plan grounded in reflective insights. Learners are encouraged to set both short- and long-term goals structured around Specific, Measurable, Achievable, Relevant and Time-bound (SMART) principles, ensuring alignment with institutional priorities and broader educational frameworks. They must outline strategies for monitoring progress, incorporating evidence-based innovations and evaluating the effectiveness of their teaching interventions. Additionally, learners are expected to justify the relevance of their chosen development activities using reflective feedback and propose mechanisms for regular plan reviews to adapt to emerging professional needs.

The unit also examines the ethical dimensions of reflective practice, challenging learners to address issues such as bias, confidentiality and equity. Learners are required to reconcile ethical considerations with practical teaching demands, proposing strategies to navigate conflicts between institutional constraints and moral imperatives. Finally, the unit emphasises the integration of reflective insights into innovative and student -centred pedagogical approaches, encouraging educators to design interventions tailored to diverse student needs. To meet the unit's requirements, learners must compile evidence demonstrating their ability to meet all learning outcomes through an internally assessed portfolio.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	
1. Demonstrate systematic understanding of relevant professional standards and guidelines in education	1.1	Analyse professional standards and codes of conduct governing post-compulsory education.
	1.2	Explain how these standards inform roles, responsibilities and teaching practices.
	1.3	Evaluate potential tensions between professional guidelines and institutional or policy constraints.
2. Critically reflect on professional teaching practice using recognised reflective models	2.1	Apply established reflective models to critically examine personal teaching practice.
	2.2	Evaluate strengths and areas for development using evidence from student feedback and peer review.
	2.3	Analyse the impact of reflective practice on subsequent teaching approaches.
	2.4	Critically compare multiple reflective models and discuss their relative merits in practice.
	2.5	Articulate a plan to integrate reflective practice into ongoing professional endeavours.
3. Create and justify a plan for ongoing professional development	3.1	Identify short- and long-term professional development goals that are grounded in reflective insights.
	3.2	Explain how the professional development plan aligns with institutional priorities and broader educational frameworks.
	3.3	Outline robust methods for monitoring progress and assessing the impact of development activities on teaching practice.
	3.4	Justify the selection of specific professional development activities with reference to reflective feedback and evidence.
	3.5	Propose mechanisms for regular review and revision of the plan in response to emerging evidence and professional growth needs.

Learning outcomes	Assessment criteria	
4. Critically evaluate the ethical dimensions within reflective practice and teaching	4.1	Examine the ethical implications of reflective practice, including issues of bias, confidentiality and equity.
	4.2	Analyse potential conflicts between ethical considerations and existing institutional or policy constraints.
	4.3	Propose strategies to reconcile ethical considerations with the demands of practical teaching and professional responsibilities.
5. Integrate reflective insights into innovative and student-centered pedagogical strategies	5.1	Synthesise reflective feedback from personal reflections, peer evaluations and student input to inform teaching improvements.
	5.2	Design innovative pedagogical interventions that directly address identified areas for professional development.
	5.3	Critically evaluate the effectiveness of current strategies in enhancing student engagement and overall teaching quality.
	5.4	Justify proposed innovations with evidence-based research and theoretical insights.
	5.5	Develop an implementation and evaluation framework to assess the long-term impact of these pedagogical interventions.

Unit content

What needs to be learned

Learning outcome 1: Demonstrate systematic understanding of relevant professional standards and guidelines in education

Professional standards and codes of conduct governing post-compulsory education

- Key bodies setting and monitoring standards

- Core ethical principles (integrity, respect, confidentiality) embedded in guidelines

- Broader policy framework interaction with professional codes of conduct

Role of standards in post-compulsory settings

- Application of standards

- Influence of codes of conduct on teacher CPD (Continuous Professional Development) and teacher accountability

- How standards shape decision-making

Tensions between professional guidelines and institutional or policy constraints

- Examples of national curriculum demands conflicting with ethical teaching obligations and student-centred approaches

- Strategies (negotiation, adaptation, advocacy) for reconciling conflicts between top-down policy mandates and professional codes

- Potential consequences for educators who challenge or navigate these tensions within their institutions

Learning outcome 2: Critically reflect on professional teaching practice using recognised reflective models

Established reflective models (e.g. Gibbs, Brookfield, Schön) relevant to personal teaching practice

- Systematic documentation of reflections (journals, digital logs, peer observation notes)

- Appropriate model(s) selection based on teaching context or personal learning preferences

Strengths and areas for development

- Constructive critique

- Anecdotal observation

- Feedback into targeted improvements

What needs to be learned

Impact of reflective practice on subsequent teaching approaches and learning outcomes

- Changes in classroom dynamics, student engagement or assessment performance post-reflection

- Iterative reflect → act → reflect cycle

Multiple reflective models and their relative merits in practice

- Strengths and limitations of models

- Adoption of hybrid or bespoke reflective strategies to address complex teaching scenarios

Integration of reflective practice planning into ongoing professional endeavours

- Long-term strategies

- Institutional support or personal time management tactics

Learning outcome 3: Create and justify a plan for ongoing professional development

Short- and long-term professional development goals grounded in reflective insights

- Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) principles used to structure goals

- Priority of developmental areas supported by concrete evidence

Professional development planning aligned with institutional priorities and broader educational frameworks

- Goals to contribute to departmental or national targets

- Stakeholder engagement (mentors, line managers) to secure support and resources

Robust methods for monitoring progress and assessing the impact of development activities on teaching practice

- Use of both quantitative (assessment scores, retention rates) and qualitative (classroom observations, peer reflections) indicators

- Schedule of interim milestones to refine or adapt the plan as circumstances evolve

Selection of specific professional development activities

- Connection of activities to reflective findings and scholarly evidence

- Resource viability (cost, time, institutional constraints) and knowledge-sharing opportunities with colleagues

What needs to be learned

Mechanisms for review and revision of plan in response to emerging evidence and professional growth needs

- Formal and informal review cycles (annual appraisals, peer coaching sessions) to maintain momentum

- Adaptability to external changes (policy shifts, technology updates) and personal career progression

Learning outcome 4: Critically evaluate the ethical dimensions within reflective practice and teaching

Ethical implications of reflective practice, issues of bias, confidentiality, equity

- Personal or cultural biases that may skew reflection or feedback analysis

- Responsible handling of sensitive data in reflective logs

Potential conflicts between ethical considerations and existing institutional or policy constraints

- Dilemmas, e.g. meeting rigid performance targets versus offering student-centred support

- Viable approaches for resolving or mediating conflicts

Strategies to reconcile ethical considerations with practical teaching responsibilities

- Use of ethical decision-making models to balance moral imperatives and organisational demands

- Collective ethical accountability through staff training, open forums and transparent communication channels

Learning outcome 5: Integrate reflective insights into innovative and student-centered pedagogical strategies

Reflective feedback from personal reflections, peer evaluations and student input to inform teaching improvements

- Recurring themes across multiple data sources

- Improvements with overarching institutional or national agendas

Innovative pedagogical interventions that directly address identified areas for professional development

- Creative approaches (gamification, blended learning, problem-based tasks) rooted in established pedagogical theories

- Interventions to diverse student needs, from adult returning students to apprentices in practical settings

What needs to be learned

Effectiveness of current strategies in enhancing student engagement and teaching quality

- Formative (ongoing observation, immediate feedback) and summative (end-of-module reviews) measures of success

- Best practice and lessons learned with colleagues, fostering a culture of collaborative improvement

Innovations with evidence-based research and theoretical insights

- Relevant literature, case studies and policy documents

- Possible challenges (costs, staff training, technology access) and mitigation strategies

Implementation and evaluation framework to assess the long-term impact of these pedagogical interventions

- Timelines, resource needs, stakeholder involvement

- Iterative evaluation to ensure continuous refinement

Essential information for tutors and assessors

Delivery requirements and learning activities

- **Professional Standards Briefings:** Outline national or institutional benchmarks for teaching quality.

- **Reflective Model Workshops:** Demonstrate the application of Gibbs, Brookfield, or Schön, allowing practice on real teaching scenarios.

- **Peer Coaching Sessions:** Encourage collaborative reflection, with peers giving structured feedback on lesson plans or classroom methods.

- **Action Plan Drafting:** Learners produce and refine CPD plans, justifying each goal with evidence from reflection.

Assessment requirements

Learning outcome 1: Demonstrate systematic understanding of relevant professional standards and guidelines in education

To satisfy the assessment criteria, learners must critically examine applicable professional standards, demonstrating how these shape daily teaching roles and responsibilities. They must identify key bodies (for example, national teaching councils, subject associations) setting and monitoring standards. Learners must evaluate core ethical principles (integrity, respect, confidentiality) embedded in these guidelines. They must also explore how broader policy frameworks (for example, safeguarding policies) interact with professional codes of conduct.

Learners must explain how these standards inform roles, responsibilities and teaching practices in post-compulsory education. They need to refer to practical application of standards in lesson planning, assessment procedures and student support. They must critically reflect on the influence of codes of conduct on CPD and teacher accountability and consider how adherence to these standards shapes professional identity and day-to-day decision-making.

Learners must consider tensions between professional guidelines and institutional or policy constraints (for example, resource limitations, performance targets). They must analyse cases where national curriculum demands conflict with ethical teaching obligations or student -centred approaches. Learners must also explore strategies (e.g. negotiation, adaptation, advocacy) for reconciling conflicts between top-down policy mandates and professional codes.

Learning outcome 2: Critically reflect on professional teaching practice using recognised reflective models

To satisfy the assessment criteria, learners must use a recognised reflective model to evaluate their teaching, drawing on at least two sources of evidence (e.g. student feedback and peer observation). Learners must also apply established reflective models (for example, Gibbs, Brookfield, Schön) to critically examine personal teaching practice.

Learners must demonstrate systematic documentation of reflections (journals, digital logs, peer observation notes). They also must select appropriate model(s) based on teaching context or personal learning preferences.

Learners must evaluate strengths and areas for development using evidence from student feedback, peer reviews and self-assessments. They must distinguish between constructive critique (for example, consistent student feedback on pacing) and anecdotal observations and translate feedback into targeted improvements (for example, revision of teaching materials, varied instructional strategies).

Learners must track changes in classroom dynamics, student engagement, or assessment performance post-reflection. They must demonstrate how an iterative reflect → act → reflect cycle can foster ongoing enhancement of teaching quality.

Learners must critically compare multiple reflective models and discuss their relative merits in practice. They must examine strengths and limitations (for example, Gibbs' structured approach versus Schön's more fluid reflection-in-action). Learners also need to consider adopting hybrid or bespoke reflective strategies to address complex teaching scenarios.

Learners must articulate a plan to integrate reflective practice into ongoing professional endeavours. They must set out long-term strategies (for example, regular journaling, collaborative reflection in professional communities) and identify institutional support or personal time management tactics to ensure the sustainability of reflective habits.

Learning outcome 3: Create and justify a plan for ongoing professional development

To satisfy the assessment criteria, learners must produce a coherent professional development plan, explaining how it addresses identified needs and contributes to enhanced educational practice. Learners must identify short- and long-term professional development goals grounded in reflective insights. They also need to apply SMART principles to structure goals (for example, immediate need to develop digital skills versus long-term ambition to lead curriculum design). Learners must prioritise developmental areas supported by concrete evidence (for example, repeated student feedback on assessment clarity).

Learners need to provide an outline of appropriate robust methods for monitoring progress and assessing the impact of development activities on teaching practice. They must use both quantitative (assessment scores, retention rates) and qualitative (classroom observations, peer reflections) indicators. Learners must schedule interim milestones to refine or adapt the plan as circumstances evolve.

Learners must justify their selection of specific professional development activities (for example, workshops, further qualifications and research projects). They must make connections between activities and reflective findings, and scholarly evidence, avoiding 'one-size-fits-all' training. Learners also must consider resource viability (cost, time, institutional constraints) and knowledge-sharing opportunities with colleagues.

Learners must propose mechanisms for regular review and revision of the plan in response to emerging evidence and professional growth needs. They must establish formal and informal review cycles (annual appraisals, peer coaching sessions) to maintain momentum and demonstrate adaptability to external changes (policy shifts, technology updates) and personal career progression.

Learning outcome 4: Critically evaluate the ethical dimensions within reflective practice and teaching

To satisfy the assessment criteria, learners must critically explore ethical considerations in teaching and reflective practice, identifying potential conflicts and proposing appropriate strategies to uphold professional integrity within educational settings.

Learners must examine the ethical implications of reflective practice, including issues of bias, confidentiality and equity. They must identify personal or cultural biases and ensure responsible handling of sensitive data (for example, student identities, performance records).

Learners must analyse potential conflicts between ethical considerations and existing institutional or policy constraints. They also must consider different dilemmas and discuss viable approaches (for example, seeking ethical guidance and institutional dialogues) for resolving or mediating conflicts.

Learners must propose strategies to reconcile ethical considerations with practical teaching responsibilities. They must use ethical decision-making models to balance moral imperatives and organisational demands. Learners must also encourage collective ethical accountability through staff training, open forums and transparent communication channels.

Learning outcome 5: Integrate reflective insights into innovative and student-centered pedagogical strategies

To satisfy the assessment criteria, learners must apply reflective insights to design and evaluate innovative, student-centred teaching strategies that enhance engagement, inclusivity and educational outcomes.

Learners must synthesise reflective feedback from personal reflections, peer evaluations and student input to inform teaching improvements. They also must identify recurring themes (for example, a need for more interactive activities) across multiple data sources and align improvements with overarching institutional or national agendas (for example, digital literacy, inclusivity).

Learners must design innovative pedagogical interventions and explore creative approaches rooted in established pedagogical theories. They need to tailor interventions to diverse student needs.

Learners must critically evaluate the effectiveness of current strategies in enhancing student engagement and teaching quality using both formative and summative measures of success. They also must discuss best practices and lessons learned with colleagues, fostering a culture of collaborative improvement.

Learners must justify proposed innovations with evidence-based research and theoretical insights. They must draw on relevant literature, case studies and policy documents to underscore practical viability. They also must anticipate possible challenges and offer mitigation strategies.

Learners must develop an implementation and evaluation framework to assess the long-term impact of these pedagogical interventions. They must outline realistic timelines, resource needs and stakeholder involvement (for example, IT support, student focus groups) and plan iterative evaluations (for example, annual audits, follow-up student surveys) to ensure continuous refinement.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period of time.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements.*

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Resources

Textbooks and scholarly articles

BERA (2023) *Ethical Guidelines for Educational Research,* 9781446274880

Brookfield, S. (2017) *Becoming a Critically Reflective Teacher,* 9781119049708

DfE (2021) *Teachers' Standards* (UK)

Earley, P. and Porritt, V. (2019) *Evaluating Professional Development,* 780854738830

Hattie, J. (2023) *Visible Learning: The Sequel,* 9781032462035

Schön, D. (2017) *Educating the Reflective Practitioner,* 9781555422202

Shulman, L. (2004) *The Wisdom of Practice,* 9780787972004

Key theorists and seminal papers

John Hattie – Kolb (Experiential Cycle)

Lincoln and Guba (Trustworthiness)

Joyce and Showers (PD models)

Donald Schön, Stephen Brookfield, Graham Gibbs

Lee Shulman – GTCE (UK)

Websites

Chartered College of Teaching 'Professional Standards Hub' (www.chartered.college)

Education Endowment Foundation 'Effective PD' evidence reviews (www.educationendowmentfoundation.org.uk)

Edutopia 'Teacher Reflection and Innovation' articles (www.edutopia.org)

University of Cumbria 'Reflective Practice Toolkit' (www.cumbria.ac.uk)

Unit 6: Research Methods in Teaching and Learning

Level:	7
Unit type:	Optional
Assessment type:	Internal
Credit value:	9
Guided learning hours:	60 (NLH – 90)

Unit introduction

This unit equips learners with the ability to critically evaluate and select appropriate research methodologies for educational inquiries. The unit begins by exploring qualitative, quantitative and mixed-method approaches, highlighting their respective strengths and limitations within academic contexts. Learners are guided to align research approaches with specific questions by considering theoretical and practical evidence. This includes identifying and mitigating ethical challenges such as informed consent, confidentiality, safeguarding and data protection. The learning outcomes also emphasise the importance of understanding feasibility constraints and ensuring data integrity when designing research frameworks.

The unit further develops learners' skills in crafting structured and feasible research proposals tailored to teaching and learning contexts. Emphasis is placed on refining broad educational topics into precise research questions or hypotheses underpinned by relevant theoretical frameworks or conceptual models. Learners are required to justify the significance of their chosen research focus, including its originality and relevance. Methodological planning is another cornerstone of this unit, involving the selection of sampling strategies, data collection instruments and appropriate analytical approaches. Additionally, ethical considerations are reinforced, with learners expected to integrate requirements such as institutional review processes, participant rights and risk management into their proposals.

Finally, the unit focuses on the analysis and effective reporting of research findings to inform educational practices. Learners gain competence in applying techniques for both qualitative and quantitative data analysis, such as thematic coding, descriptive statistics and inferential tests. They are trained to present findings coherently, adhering to academic conventions such as proper citation and referencing standards. Reflective practice is encouraged as learners assess the implications of their findings for educational strategies, policies, or curriculum revisions. They are also taught to identify

limitations in their research and propose future areas of inquiry to enhance or validate their insights. The unit ensures learners can synthesise their findings into professional portfolios that demonstrate methodological rigour and ethical integrity.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Evaluate and select appropriate research methods for educational inquiry.	1.1 Compare qualitative, quantitative, and mixed methods approaches, discussing their strengths and limitations in educational contexts. 1.2 Justify a chosen methodology for a specific research question. 1.3 Assess potential ethical challenges and data integrity issues.
2. Develop structured and feasible research proposals in teaching and learning contexts.	2.1 Formulate clear research questions or hypotheses aligned with a theoretical framework. 2.2 Outline a methodological plan, including sampling strategies, data collection and analysis methods. 2.3 Ensure ethical considerations, including consent, confidentiality and safeguarding, are addressed.
3. Analyse and report research findings effectively to inform educational practice.	3.1 Investigate different types of data analysis techniques and their applicability to research. 3.2 Apply relevant data analysis techniques (for example, thematic analysis and descriptive/inferential statistics). 3.3 Present findings in a coherent format, using appropriate academic conventions (for example, citations and referencing). 3.4 Reflect on the implications of findings for practice, identifying limitations and future avenues.

Unit content

What needs to be learned

Learning outcome 1: Evaluate and select appropriate research methods for educational inquiry

Qualitative, quantitative and mixed method approaches in educational contexts

- Key features of qualitative research and its focus on depth of understanding

- Quantitative paradigm emphasising measurement and generalisation

- Mixed methods designs and how they integrate both qualitative and quantitative strengths

- Limitations such as bias risks, resource intensiveness

- Potential alignment/misalignment with specific research questions

Methodology for a specific research question

- Research aims and selected approach (qualitative/quantitative/mixed)

- Theoretical and practical evidence to support the choice of methodology

- Feasibility constraints

Potential ethical challenges and data integrity issues

- Informed consent, confidentiality and safeguarding concerns in educational settings

- Bias

- Data protection measures

- Relevant legal requirements

Learning outcome 2: Develop structured and feasible research proposals in teaching and learning contexts

Research questions and hypotheses aligned with theoretical frameworks

- Refinement of broad educational topics into precise questions/hypotheses

- Proposed inquiry into established theories or conceptual models

- Justifies the importance and originality of the chosen focus (for example, gap in the literature, practical relevance)

Methodological plan (sampling strategies, data collection and analysis methods)

- Design steps: participant selection, instruments, analytical approach

- Establishes the timeline, resource needs, and milestones for each research activity

- Considers practicality: available resources, potential constraints and alignment with institutional or ethical guidelines

What needs to be learned

Ethical considerations (consent, confidentiality and safeguarding)

- Institutional review processes or ethics committee requirements in the proposal

- Participant rights (withdrawal, voluntary participation)

- Risk management

- Secure handling and reporting of data, ensuring transparency and trustworthiness

Learning outcome 3: Analyse and report research findings effectively to inform educational practice

Types of data analysis techniques and their applicability to research

- Techniques for qualitative data

- Quantitative survey methods for understanding relationships, differences and trends

- Factors that influence choice, such as data type, sample size, research objectives and skill set

Data analysis techniques

- Systematic coding processes for qualitative data, including the development of categories or themes

- Appropriate quantitative analyses while justifying statistical assumptions

- Accuracy, reliability and validity of results

Presentation of findings in a coherent format, using appropriate academic conventions

- Logical structure (for example, by research question or emerging themes)

- Relevant figures, tables, and direct participant quotations to substantiate results

- Standards references

- Literature review/contextualisation of results

Implications of findings for practice, identifying limitations and future avenues

- Results can inform teaching strategies, policy changes, or curriculum revisions

- Methodological or contextual limitations (for example, small sample size, single institution focus)

- Directions for further research (for example, larger comparative studies, longitudinal follow-up) to expand or validate current insights

Essential information for tutors and assessors

Essential resources

Tutors and assessors should focus on linking research methods directly to real-world educational challenges, ensuring learners appreciate the practical impact of rigorous inquiry. They should emphasise the importance of ethical guidelines and encourage critical reflection on methodological choices throughout.

- Texts on educational research methods and ethics

- Statistical software or qualitative data analysis tools (where feasible)

- Institutional ethics guidelines or frameworks

Delivery requirements and learning activities

- **Methodology Seminars:** Compare various research designs, referencing case studies from teaching and learning contexts.

- **Proposal-Building Workshops:** Learners develop draft proposals, receiving constructive feedback from peers and tutors.

- **Ethics Clinics:** Ensure learners comprehend and apply ethical standards in research.

- **Data Analysis Practical Sessions:** Demonstrate thematic coding or basic statistical procedures on sample datasets.

Assessment requirements

Learning outcome 1: Evaluate and select appropriate research methods for educational inquiry

To satisfy the assessment criteria, learners must produce a critical comparison of different research methodologies, demonstrating an understanding of their suitability and constraints in educational inquiry. Learners must identify key features of qualitative research (for example, interpretive paradigms, thematic analysis, case studies) and its focus on depth of understanding. They must explore the quantitative paradigm (for example, positivist underpinnings, statistical analysis, surveys, experiments), emphasising measurement and generalisation. They must also examine mixed methods designs (for example, convergent parallel, explanatory sequential), discussing how they integrate both qualitative and quantitative strengths. Learners must critically analyse limitations such as bias risks, resource intensiveness and potential alignment/misalignment with specific research questions.

Learners must demonstrate an alignment between research aims (for example, exploring student experiences or measuring learning outcomes) and the selected approach (qualitative/quantitative/mixed). They must use theoretical and practical evidence (for example, literature reviews, pilot studies, ethical frameworks) to support the choice and show awareness of feasibility constraints (for example, time, access to participants, institutional approvals).

Learners must discuss informed consent, confidentiality and safeguarding concerns in educational settings. They must identify biases (for example, researcher positionality, sampling bias) and how they may affect data credibility and explore data protection measures (for example, anonymisation, secure data storage) and relevant legal requirements (for example, GDPR).

Learning outcome 2: Develop structured and feasible research proposals in teaching and learning contexts

To satisfy the assessment criteria, learners must create a structured research proposal that outlines clear research aims, methodological plans and ethical considerations. Learners must formulate a clear research question or hypothesis aligned with a theoretical framework. Learners must also demonstrate the process of refining broad educational topics into precise questions/hypotheses. They must link the proposed inquiry to established theories (for example, constructivist learning, motivation theories) or conceptual models and justify the importance and originality of the chosen focus (for example, gap in the literature, practical relevance).

Learners must outline a methodological plan, including sampling strategies, data collection and analysis methods. They must detail the design steps: participant selection (for example, purposive sampling, random sampling), instruments (for example, questionnaires, interviews) and analytical approach (for example, thematic coding, ANOVA). Learners must also establish a timeline, resource needs and milestones for each research activity and consider available resources, potential constraints and alignment with institutional or ethical guidelines.

Learners must ensure ethical considerations, including consent, confidentiality and safeguarding, are addressed. They must integrate institutional review processes or ethics committee requirements in the proposal and discuss participant rights (withdrawal, voluntary participation) and risk management (for example, emotional well-being). Learners must plan for secure handling and reporting of data, ensuring transparency and trustworthiness.

Learning outcome 3: Analyse and report research findings effectively to inform educational practice

To satisfy the assessment criteria, learners must analyse a sample data set or hypothetical findings and present the results in an academic report, reflecting on implications for educational practice. Learners must investigate different types of data analysis techniques and their applicability to research. They must review techniques for qualitative data (for example, coding, content analysis, discourse analysis) and use quantitative survey methods (for example, descriptive statistics, inferential tests) for

understanding relationships, differences and trends. Learners must also explain factors influencing choice, such as data type, sample size, research objectives and skill set.

Learners must apply relevant data analysis techniques (for example, thematic analysis, descriptive/inferential statistics). They must demonstrate systematic coding processes for qualitative data, including developing categories or themes and conducting appropriate quantitative analyses (for example, t-tests, correlation, regression) while justifying statistical assumptions. Learners must also reflect on the accuracy, reliability and validity of results (for example, triangulation across multiple data sources).

Learners must present findings in a coherent format, using appropriate academic conventions (e.g. citations, referencing). They must structure the findings logically (for example, by research question or emerging themes) and incorporate relevant figures, tables, or direct participant quotations to substantiate results. They must also adhere to referencing standards (for example, APA, Harvard) and include a thorough literature review/contextualisation of results.

Learners must reflect on the implications of findings for practice, identifying limitations and future avenues. They must discuss how results can inform teaching strategies, policy changes, or curriculum revisions. Learners must also identify methodological or contextual limitations (for example, small sample size, single institution focus) and suggest directions for further research (for example, larger comparative studies, longitudinal follow-up) to expand or validate current insights.

This unit is internally assessed. Portfolios typically include research proposals, reflective commentary on methodological choices, ethical approvals and sample analyses or mock findings. Evidence should demonstrate depth, rigour and professional standards.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements.*

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Resources

Textbooks and scholarly articles

Braun, V. and Clarke, V. (2022) *Thematic Analysis,* 9781473953246

Cohen, L., Manion, L. and Morrison, K. (2023) *Research Methods in Education,* 9781412940092

Creswell, J. and Plano Clark, V. (2023) *Designing and Conducting Mixed Methods Research,* 9781483344379

Field, A. (2023) *Discovering Statistics Using SPSS*, 9781529630008

Flick, U. (2020) *Managing Quality in Qualitative Research*, 9780761949824

Israel, M. (2021) *Research Ethics and Integrity for Social Scientists*, 9781446207499

Punch, K. and Oancea, A. (2024) *Introduction to Research Methods in Education*, 9781446260746

Key theorists and seminal papers

Beauchamp and Childress (Bioethics)

Braun and Clarke, Andy Field

John Creswell, Tashakkori and Teddlie

Ken Hyland (Genre theory)

Lincoln and Guba (Trustworthiness)

Websites

Academy tutorials (www.lumivero.com/resources/academy/)

Ethical Guidelines portal (www.bera.ac.uk)

'Research Methods Knowledge Base' (https://conjointly.com/)

Research writing guides (https://owl.purdue.edu/)

SAGE Research Methods Online (www.methods.sagepub.com)

Unit 7: Employability and Preparing Graduates for Industry

Level:	7
Unit type:	Optional
Assessment type:	Internal
Credit value:	6
Guided learning hours:	45 (NLH – 60)

Unit introduction

In today's competitive job market, employability has emerged as a key focus for both educational institutions and industry. Employability refers to a graduate's ability to secure and maintain meaningful employment while adapting to the evolving demands of the workplace. This unit supports learners in developing effective strategies to prepare students or graduates for transitioning into the workplace. Universities are increasingly recognising the importance of equipping students with not just academic knowledge but also practical skills and competencies that align with industry requirements. This unit helps learners to foster attributes such as problem-solving, communication, teamwork and adaptability, which are critical in ensuring graduates thrive in professional environments.

Many institutions are integrating experiential learning opportunities into their programmes of study, such as internships, co-op programmes and industry projects. These hands-on experiences bridge the gap between theoretical learning and practical application, allowing students to develop real-world expertise. The unit explores collaboration between higher education institutes and industry and how this plays a pivotal role in this process, with partnerships helping to design programmes of study that reflect current trends and technological advancements. Emphasis is placed on enhancing employability skills, professional identity and lifelong career management.

Graduates who are well prepared for the job market bring not only technical expertise but also the ability to innovate and think critically in dynamic settings. Preparing students for such roles involves creating an ecosystem where lifelong learning, digital literacy and cultural awareness are emphasised. The transition from education to employment is further supported by career services, including résumé-building workshops, networking events and simulated interviews. By fostering a holistic approach to education that balances academic rigour with professional preparation, the unit helps higher education institutes better equip graduates to compete in an ever-evolving job market and contribute meaningfully to their chosen fields. Learners will analyse and apply

methods for CV building, interview preparation, personal branding and industry networking, ensuring that those entering the workforce are equipped with relevant, practical competencies.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	
1. Analyse personal and professional competencies essential for successful career development.	1.1	Critically evaluate key employability skills and attributes required by industry.
	1.2	Use self-assessment tools or audits to identify personal strengths and areas for development.
	1.3	Discuss strategies to enhance and sustain professional competencies in a rapidly changing labour market.
	1.4	Research current market viability and what is going on in the labour market for education and associated specialisms.
2. Produce high-quality application documents and materials for industry entry.	2.1	Construct a professional CV or résumé tailored to a specific industry or role.
	2.2	Develop effective cover letters or personal statements, demonstrating alignment with job requirements.
	2.3	Reflect on the ethical and presentational considerations of providing accurate, authentic information in applications.
3. Demonstrate effective interview techniques and professional interpersonal skills.	3.1	Prepare thoroughly for interviews, using research on employer expectations.
	3.2	Exhibit strong verbal and non-verbal communication skills in mock or simulated interviews.
	3.3	Evaluate feedback from interview simulations, proposing actions for further improvement.

Unit content

What needs to be learned
Learning outcome 1: Analyse personal and professional competencies essential for successful career development
Key employability skills and attributes
• Universal competencies
• Essential skills
• Shifting market demands
• Employability benchmarks
• Labour market intelligence
Personal strengths and development self-assessment tools and audits
• Assessment methods
• Personal results
• Realistic baseline of current competencies
• Self-awareness (personal growth, career resilience)
Strategies to enhance and sustain professional competencies and skills
• Continuous learning approaches
• Impacts of technological advancements, globalisation, shifting industry needs
• Roles of mentorship, coaching, professional communities of practice
Current labour market viability and trends in education and associated specialisms
• Demand for roles in education and potential specialisations
• Recruitment patterns
• Regional variances
• Global prospects
• Emerging niches
• Importance of competitive positioning
Learning outcome 2: Produce high-quality application documents and materials for industry entry
Professional Curriculum Vitae (CV)/Résumé tailored to a specific industry or role
• Structural conventions (format, brevity, clarity)
• Keyword optimisation for Applicant Tracking Systems

What needs to be learned

- Relevant achievements, experiences, transferable skills

- Common pitfalls

Cover letters or personal statements aligned with job requirements

- Personalisation and contextualisation of content

- Tone, style, writing techniques

- Reflections on past accomplishments

Ethical and presentational considerations for providing accurate, authentic information

- Good practice in application information

- Digital footprints

- Potential consequences of false information

Learning outcome 3: Demonstrate effective interview techniques and professional interpersonal skills

Interview preparation tailored to employer expectations

- Research methods for company/organisation

- Interview strategies

- Management of anticipation responses/feelings

- Optimisation of physical or virtual interview settings

Verbal and non-verbal communication skills

- Articulation, active listening, posture, body language

- Practice scenario-based or role-play tasks

- Appropriate interview techniques

Use of interview feedback

- Use of structured feedback forms or peer observation notes

- Integration of reflective practice to track progression

- Action plan

Essential information for tutors and assessors

Essential resources

Tutors and assessors should ensure that learners engage with real-world examples and up-to-date industry practices. Simulated interviews, self-assessment exercises and reflective discussions can significantly enhance learner preparedness. Constructive feedback is crucial for refining skills.

- Sample CVs, cover letters, and job adverts from various industries

- Self-assessment tools (for example, strengths finders, online aptitude tests)

- Role-play interview scripts and practical workshop facilities

Delivery requirements and learning activities

- **Skills Audit Sessions:** Learners use checklists or diagnostic tools to identify personal strengths and areas for development.

- **CV/Documentation Workshops:** In-depth peer review of draft CVs, covering letters and personal statements.

- **Interview Simulations:** Mock interview panels, recorded sessions and structured feedback sessions.

- **Industry Guest Speakers:** Employers or HR professionals share insights on recruitment processes and expectations.

Assessment requirements

Learning outcome 1: Analyse personal and professional competencies essential for successful career development

To satisfy the assessment criteria, learners must demonstrate a thorough understanding of employability competencies, producing a personal skills audit and strategies for ongoing professional development. This must cover universal competencies (for example, communication, teamwork, problem-solving) as well as sector-specific knowledge. Learners must examine how shifting market demands (digitalisation, remote collaboration) influence employability benchmarks and engage with up-to-date labour market intelligence (for example, industry reports, job trends) to contextualise essential skills.

Learners must use different assessment methods (for example, SWOT analysis, skills audits, reflective journals). They must critically interpret personal results to form a realistic baseline of current competencies. They must include a discussion of how self-awareness (for example, emotional intelligence) underpins personal growth and career resilience.

Learners must include an outline of continuous learning approaches (for example, micro-credentials, networking, online courses). They must discuss the impacts of technological advancements, globalisation and shifting industry needs on professional development. They must also highlight the roles of mentorship, coaching and professional communities of practice in skill maintenance.

Learners must investigate the demand for roles in education (for example, teaching, training, educational technology) and potential specialisations (for example, early years, adult learning). They must analyse recruitment patterns, regional variances and global prospects in education-related fields. They must also consider emerging niches (for example, e-learning development, educational policy consulting) and how to position oneself competitively.

Learning outcome 2: Produce high-quality application documents and materials for industry entry

To satisfy the assessment criteria, learners must support students to create professional application documents tailored to a chosen industry, reflecting authenticity, clarity and suitability for the position.

Learners must direct students to highlight achievements, relevant experiences, and transferable skills that align with the target role. They must also ensure that students reflect on common pitfalls such as irrelevant details, errors and unprofessional email addresses.

Learners must share examples of how students can show how they have personalised and contextualised content to reflect an employer's ethos and role specifications. Learners must direct students to explore application tone, style, and persuasive writing techniques that convey genuine interest and suitability and incorporate reflections on past accomplishments that demonstrate readiness for a new role.

Learners must discuss the potential consequences of exaggerations or misrepresentations, such as reputational damage or dismissal. They must emphasise honesty, clarity and integrity throughout application materials. They must also consider how digital footprints (social media, e-portfolios) can reinforce or undermine professional credibility.

Learning outcome 3: Demonstrate effective interview techniques and professional interpersonal skills

To satisfy the assessment criteria, learners must participate in a simulated or real interview scenario, exhibiting strong interpersonal and communication skills and evaluate feedback to identify future improvements.

Learners must identify methods for company/organisation research (for example, mission, culture, market position) to tailor responses. They must also discuss strategies for anticipating interview questions (behavioural, competency-based, scenario-based) and explore how to manage anxiety and optimise physical or virtual interview settings.

Learners must focus on clear articulation, active listening, confident posture and appropriate eye contact. They must practice scenario-based or role-play tasks under pressure and refine fluency and spontaneity. Learners must also apply assertive yet respectful techniques (for example, handling difficult questions, showcasing a problem-solving mindset).

Learners must use structured feedback forms or peer observation notes to identify gaps (for example, content knowledge, over-reliance on filler words). They must integrate reflective practice to track progression over multiple simulations or real interviews. Learners must also develop an ongoing action plan (for example, seeking targeted coaching, refining question responses) based on evaluative insights.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Resources

Textbooks and scholarly articles

Cable, D. (2021) *Exceptional (interview psychology)*, 9781797201559

Clarke, M. (2018) R*ethinking Graduate Employability*, 9783031206535

Dacre Pool, L. and Sewell, P. (2007) '*The CareerEDGE Model*'

Tomlinson, M. (2021) *Graduate Employability Revisited*, 9783639126655

Whitcomb, S. (2006) *Résumé Magic*, 9781593573119

Yorke, M. and Knight, P. (2006) *Embedding Employability in the Curriculum*, 9781904190486

Key theorists and seminal papers

Dacre Pool and Sewell

Granovetter (Weak-Tie theory)

Katherine Hansen (PAR approach)

Mark Savickas (Career Construction Theory)

Michael Tomlinson

Yorke and Knight

Websites

Chartered Institute of Personnel and Development (www.cipd.org)

Prospects, job and course search, career and university advice (www.prospects.ac.uk)

QAA: The UK's expert quality body for tertiary education (www.qaa.ac.uk)

World Economic Forum (www.weforum.org)

Unit 8: Contemporary Issues in Vocational Education and Training

Level:	7
Unit type:	Optional
Assessment type:	Internal
Credit value:	6
Guided learning hours:	45 (NLH – 60)

Unit introduction

This unit explores the critical analysis of contemporary issues impacting vocational education and training (VET). It emphasises technological advancements, shifts in labour markets and changes in funding models as key trends influencing the VET environment. Learners will develop their skills to evaluate differing viewpoints and debates surrounding these issues using academic research and sector reports. They will investigate solutions to address challenges such as the need for upskilling educators, limited resources, and the rapid adoption of digital tools. Additionally, learners will assess the broader implications of these trends on student access, industry collaboration and long-term policy formation. A focus is placed on how these issues inform teaching strategies and student engagement, particularly the transition to student-centred approaches and digital pedagogies.

The unit also delves into the influence of educational policy on vocational teaching practices, requiring learners to analyse key policies, frameworks and regulations shaping VET at local, national and international levels. It critically examines how policies impact curriculum design, student outcomes and access to vocational pathways while addressing inclusivity and equity considerations. Learners reflect on potential gaps or unintended consequences created by top-down approaches and compare policy objectives against measurable outcomes. Stakeholder roles, including those of governments, industry and educational institutions, are analysed to understand their influence on policy directives and collaborative efforts in addressing VET challenges.

Lastly, this unit focuses on the unique challenges and opportunities within a national VET system. Learners are tasked with identifying socio-economic and cultural factors that impact vocational education, analysing local policies and institutional practices and comparing these with global trends. The unit encourages proposing context-specific strategies to enhance VET effectiveness in one country, such as community-based

initiates and scalable solutions. Additionally, it highlights the importance of grassroots stakeholder engagement in driving sustainable reforms and ensuring curriculum relevance. This localised approach enables learners to critically assess how global VET trends can be adapted to the specific needs of a country's socio-economic and cultural landscape.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Critically analyse contemporary issues impacting vocational education and training (VET).	1.1 Identify and discuss key trends or issues currently affecting VET (for example, technology, policy changes, funding).
	1.2 Evaluate differing viewpoints or debates surrounding these issues using academic research and sector reports.
	1.3 Explore possible solutions or interventions to address the identified challenges.
	1.4 Analyse the interrelationships and broader implications of these trends for the VET sector.
	1.5 Critically appraise how these contemporary issues inform teaching strategies and student engagement.
2. Evaluate the influence of educational policy on vocational teaching practices.	2.1 Analyse relevant policies, frameworks or regulations shaping VET at local, national or international levels.
	2.2 Examine the effect of these policies on curriculum design, student outcomes and access to vocational pathways.
	2.3 Discuss potential unintended consequences or equity considerations in policy implementation.
	2.4 Evaluate the overall effectiveness of current policy measures in meeting VET sector challenges.
	2.5 Critically assess the roles of various stakeholders – including government, industry and educational institutions – in shaping and responding to policy directives.

Learning outcomes	Assessment criteria	
3. Reflect on personal professional practice in relation to contemporary VET challenges.	3.1	Investigate how current issues influence your teaching or training environment.
	3.2	Critically appraise personal responses or adaptations to these challenges.
	3.3	Propose a plan to enhance professional practice that aligns with emerging trends and stakeholder expectations.
4. Critically analyse and address the unique VET challenges and opportunities.	4.1	Identify and analyse socio-economic and cultural factors unique to one country that impact vocational education and training.
	4.2	Evaluate how local policies and institutional practices in one country shape vocational teaching and training.
	4.3	Critically assess challenges and opportunities presented by the local context, considering global VET trends.
	4.4	Propose context-specific strategies and interventions to enhance vocational education and training in one country.
	4.5	Reflect on the potential impact of local stakeholder engagement and community involvement in driving VET reform.

Unit content

What needs to be learned
Learning outcome 1: Critically analyse contemporary issues impacting vocational education and training (VET)
Key trends and issues currently affecting VET • VET environment advancements (digital tools, labour market changes, funding changes) • Speed of technological adoption in VET curricula • Need for upskilling educators Viewpoints and debates surrounding issues • Scholarly articles • Policy documents • Industry publications • Influence of stakeholder positions (government, employers, educators, students) Solutions and interventions to challenges • Practical strategies and feasibility • Lessons learned that guide local improvements Interrelationships and broader implications of key trends for VET • Impacts of challenges • Ripple effects on student access, industry collaboration, long-term policy formation Contemporary issues that inform teaching strategies and student engagement • Shift toward student -centred approaches • Digital pedagogies in response to new demands • Educators' adaptation of materials and methods to meet evolving sector expectations
Learning outcome 2: Evaluate the influence of educational policy on vocational teaching practices
Relevant policies, frameworks and regulations that shape VET at local, national and international levels • Key organisations and governing bodies • Major policy documents

What needs to be learned

Effect of policies on curriculum design, student outcomes, access to vocational pathways

- Competency design

- Accreditation requirements

- Student progression routes

- Inclusivity issues

Unintended consequences and equity considerations in policy implementation

- Gaps created by approaches

- Policy discrepancies

Effectiveness of policy measures in meeting VET sector challenges

- Stated policy objectives

- Adaptability of policies to change

Roles of stakeholders in shaping and responding to policy directives

- Stakeholder collaboration

- Potential conflicts and alignments

Learning outcome 3: Reflect on personal professional practice in relation to contemporary VET challenges

Current issues that influence teaching and training environments

- Technological trends, budget constraints and policy shifts

- Use of self-assessment and environmental scans to identify impacted areas

Personal responses and adaptations to challenges

- Strategies to handle rapid change

- Effectiveness of approaches

Professional practice planning that aligns with emerging trends and stakeholder expectations

- Clear, actionable steps for professional growth and/or course adaptation

- Justification of choices

What needs to be learned
Learning outcome 4: Critically analyse and address the unique VET challenges and opportunities
Socio-economic and cultural factors that can impact vocational education and training • Regional disparities • Cultural values around employment • Historical influences on a national education system • Factors and/or themes that may shape VET participation Local policies and institutional practices • Role of national qualification frameworks, funding mechanisms, industry tie-ins • Adaptation of institutions to fit cultural and economic realities Local challenges and opportunities considering global VET trends • VET strategies for international benchmarks • Growth in emerging industry sectors Strategies and interventions to enhance VET • Initiatives • Pilot projects • stakeholder engagement • scalable solutions Impact of local stakeholder engagement and community involvement in driving VET reform • Grassroots influence on curriculum relevance • Sustainability of reforms when communities collaborate with policymakers and educators

Essential information for tutors and assessors

Delivery requirements and learning activities

- **Issue-Based Seminars:** Highlight pressing VET challenges, prompting learners to research data and policy perspectives.

- **Policy Analysis Workshops:** Learn to dissect funding documents or legislative guidelines, exploring their direct classroom impact.

- **Reflective Diaries:** Require ongoing reflections on how current issues shape the learner's teaching environment.

- **Collaborative Debates/Discussions:** Provide structured debates where learners advocate for different policy or practical solutions.

Assessment requirements

Learning outcome 1: Critically analyse contemporary issues impacting vocational education and training (VET)

To satisfy the assessment criteria, learners must produce a critical discussion of at least two major contemporary issues affecting VET, referencing multiple viewpoints and proposing initial solutions (for example, in contexts of technology, policy changes and/or funding). They must examine how advancements in digital tools, changing labour markets and shifts in government funding can reshape VET environments. They also need to consider the speed of technological adoption in VET curricula and the potential need for upskilling educators.

Learners will use academic research and sector reports, investigate scholarly articles, policy documents and industry publications to compare conflicting perspectives. They will consider how varying stakeholder positions (government, employers, educators, students) influence these debates.

Learners will explore possible solutions or interventions to address the identified challenges. They will propose practical strategies (for example, targeted funding models, curriculum redesign) and assess feasibility. Learners will also reflect on lessons learned from case studies or international best practices that may guide local improvements.

Learners will investigate how one challenge (for example, decreased funding) might exacerbate others (staff shortages, limited resources). They will also discuss the ripple effects on student access, industry collaboration and long-term policy formation.

Learners must consider the shift toward student-centred approaches or digital pedagogies in response to new demands. They must also evaluate how educators adapt lesson plans, resources and assessment methods to meet evolving sector expectations.

Learning outcome 2: Evaluate the influence of educational policy on vocational teaching practices

To satisfy the assessment criteria, learners should conduct a policy analysis, examining how specific regulations or frameworks impact curriculum design, student accessibility and teaching strategies. Learners need to identify key organisations and governing bodies driving VET standards (for example, vocational qualification authorities) at different geographical scales. They will examine major policy documents that outline goals, funding and quality assurance measures.

Learners need to assess how policies frame competencies, accreditation requirements and student progression routes. They must explore inclusivity issues, such as how policies address diverse learning needs or socio-economic barriers.

Learners must reflect on how bureaucratic or top-down approaches may create gaps, especially for marginalised groups. They also must investigate discrepancies between policy intentions (expanding access) and real-world outcomes (increased standardisation).

Leaners need to compare stated policy objectives (employability, flexibility, innovation) against measurable outcomes. They must consider the adaptability of policies to rapidly changing labour markets and technological innovations.

Learners need to analyse how stakeholder collaboration (or lack thereof) influences the success of policy rollouts in terms of government, industry and educational institutions. They will discuss potential conflicts or alignments between government priorities, employer needs and academic autonomy.

Learning outcome 3: Reflect on personal professional practice in relation to contemporary VET challenges

To satisfy the assessment criteria, learners must reflect on their professional practice, describing how they respond to these challenges and propose a feasible plan for adaptation or improvement. Learners must consider how technological trends, budget constraints and/or policy shifts affect classroom dynamics and student engagement. They must use self-assessment or environmental scans (for example, resource audits) to identify areas impacted most.

Learners must reflect on specific strategies employed to handle rapid change (for example, adopting blended learning, partnering with industry). They also need to evaluate the effectiveness of these approaches, drawing on student feedback or performance metrics.

Learners will outline clear, actionable steps for professional growth or course adaptation. They will give justified reasons for their choices with evidence from current research, policy guidelines and industry best practices.

Learning outcome 4: Critically analyse and address the unique VET challenges and opportunities

To satisfy the assessment criteria, learners must consider regional disparities, cultural values around employment and historical influences on a country's education system. They need to discuss how factors like gender norms, rural-urban divides, or post-conflict contexts may shape VET participation.

Learners must cover the role of national qualification frameworks, funding mechanisms, and industry tie-ins and analyse how institutions adapt or localise global VET models to fit cultural and economic realities.

Learners must compare a national VET strategy with international benchmarks, highlighting relevant successes or gaps. They also need to explore potential for growth in emerging sectors (for example, ICT, tourism) and how VET can capitalise on these.

Learners must suggest initiatives like community-based training, public-private partnerships, or culturally responsive curricula. They need to consider pilot projects, stakeholder engagement and scalable solutions that account for resource constraints.

Learners must discuss how grassroots participation (for example, local employers, community leaders) can influence curriculum relevance. They also must evaluate the sustainability of reforms when communities actively collaborate with policymakers and educators.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements.*

Resources

Textbooks and articles

Arndt, C. (2022) '*Social Justice in VET*' Journal of Vocational Education

Avis, J. (2018) '*Socio-technical Imaginaries and VET*'

UNESCO-UNEVOC (2023) *Digitalising TVET*

Key theorists and seminal papers

Stephen Billett

Alison Fuller

Henri Giroux (Critical Pedagogy)

David Guile

Philip Hodkinson

Richard Susskind (Future of Professions)

Websites

Cedefop 'Digitalisation in VET' knowledge base (www.cedefop.europa.eu)

GEM 'All Means All' database (www.unesco.org)

VET Toolkit (www.oecd.org)

Unit 9: Technology Enhanced Teaching and Learning

Level:	7
Assessment type:	Internal
Credit value:	6
Guided learning hours:	45 (NLH – 60)

Unit introduction

Technology Enhanced Teaching and Learning (TEL) is central to contemporary education, playing a pivotal role in redefining the way instruction is delivered and received. This unit explores in depth how diverse digital tools and online platforms can fundamentally transform vocational teaching and assessment practices. It aims to foster greater access to educational resources, boost student engagement through interactive methods and enable customisation of learning experiences to suit individual needs.

Moreover, the unit examines emerging technologies with a critical lens, requiring learners to evaluate both the potential benefits and the challenges posed by these innovations. This includes a focus on designing technology-driven activities that address key issues such as digital inclusivity, ethical considerations in online practice and the realistic constraints of institutional capacity. In doing so, learners are encouraged to synthesise current research with practical applications, ensuring that their pedagogical designs are forward-thinking and adaptable to evolving educational landscapes.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Critically evaluate the role of technology in enhancing vocational teaching and learning.	1.1 Examine the rationale behind Technology Enhanced Learning (TEL), considering factors such as flexibility, scalability and interactivity.
	1.2 Discuss the benefits, limitations and ethical implications of using digital tools – including AI and Machine Learning (ML) – in vocational education and training (VET).
	1.3 Review current research on the effectiveness of TEL strategies and how personalised learning approaches are reshaping vocational contexts.
	1.4 Analyse case studies and best practice examples to identify success factors and challenges in integrating advanced digital technologies such as AI-driven analytics and adaptive learning systems.
	1.5 Evaluate the sustainability and future potential of emerging TEL innovations, with particular reference to AI-powered and machine learning applications in personalised educational experiences.
2. Implement technology-enhanced learning strategies suited to diverse vocational students.	2.1 Design a technology-based learning activity or resource tailored to a specific vocational setting, integrating personalised learning approaches where appropriate.
	2.2 Ensure that the learning activity or resource is accessible and meets the varied needs of vocational students, including those enabled by AI and adaptive technologies.
	2.3 Assess how the chosen digital tool(s) address defined learning outcomes and promote student engagement or skill acquisition through data-driven personalisation.
	2.4 Integrate feedback loops, analytics and AI-powered insights to continuously refine and optimise the technology-enhanced learning strategy.

Learning outcomes	Assessment criteria	
	2.5	Evaluate the practical challenges of implementation including teacher digital upskilling and propose strategies for the effective integration of AI, ML and personalised learning solutions.
3. Evaluate assistive technologies and accessibility requirements for inclusive technology enhanced teaching and learning.	3.1	Identify assistive technologies that support students with specific needs, such as screen readers, voice recognition software or AI-based accessibility tools.
	3.2	Analyse institutional and legal requirements for ensuring comprehensive digital accessibility, emphasising modern standards related to personalised and adaptive learning systems.
	3.3	Reflect on how inclusion and equity can be maintained through the informed use of technology, including AI-driven customised support mechanisms.
	3.4	Assess the practical integration of assistive technologies within existing TEL platforms to guarantee a seamless, inclusive user experience that supports personalised learning.
	3.5	Critically appraise policy frameworks and industry standards guiding the effective adoption of accessible TEL solutions, with a focus on leveraging AI and machine learning to enhance inclusivity.

Unit content

What needs to be learned

Learning outcome 1: Critically evaluate the role of technology in enhancing vocational teaching and learning

Foundations and rationale of Technology Enhanced Learning (TEL) in vocational education and training (VET)

- Historical shifts between different methods: face-to-face, blended or fully online delivery

- Types of technology-enabled flexibility: asynchronous/synchronous, scalability (larger cohorts, consistent quality) and interactivity (multimedia, simulations)

- Removing barriers with technology, e.g. geographical or temporal

Benefits, limitations, and ethical considerations of using digital tools including AI and ML in VET contexts

- AL personalisation: student profiles, optimise feedback, reduce trainer workload

- Constraints: data privacy laws, algorithmic biases, digital literacy gaps and equitable access

- Considerations: balance between automation and essential human interaction

- Ethical implications: data consent, transparency, and maintaining student agency within a technology-rich environment

Key findings from current research on the effectiveness of TEL strategies and personalised learning approaches, including:

- Familiarisation with large-scale studies, meta-analyses, or sector reports comparing tech-supported and traditional instructional outcomes

- Awareness of how adaptive systems, real-time analytics and student-centred designs reshape engagement in vocational pathways

- Understanding how policy drivers and workplace demands influence the adoption and success of TEL innovations

Case studies and best practice examples illustrating advanced digital integration (AI-driven analytics, adaptive learning systems), including:

- Insights into successful institutional or corporate training programmes that leverage AI-based solutions

- Factors contributing to positive outcomes, such as robust staff training, stakeholder engagement and adequate infrastructure

- Recognition of typical barriers (for example, high costs, lack of digital skills) that may hinder effective implementation

What needs to be learned

Sustainability and future potential of emerging TEL innovations in vocational contexts, including:

- Ongoing maintenance, cost-effectiveness and operational viability of AI/ML deployments in VET

- How data-driven improvements (predictive analytics, automated assessment) might evolve over time

- Ethical and practical factors, data governance, evolving trainer roles that shape long-term adoption

- Emerging guidelines or frameworks that promote responsible and impactful use of technology in education

Learning outcome 2: Implement technology-enhanced learning strategies suited to diverse vocational students

Designing a technology-based learning activity or resource for a specific vocational setting

- Definition: learning objectives linked to vocational standards or industry requirements

- Platforms and tools: LMS, simulations, AR/VR

- Adaptive and personalised environments: branching scenarios, AI-driven feedback

- Interaction and engagement: usability, relevance, optional collaboration features

Ensuring accessibility and inclusivity for diverse vocational students, including the use of AI and adaptive technologies

- Universal design principles and assistive technologies: captions, screen readers

- Strategies to meet language or cultural needs and accommodate students with varying levels of digital proficiency

- Considerations for platform compliance: accessibility guidelines (for example, WCAG) and institutional policies

- Configuration: adaptive interfaces that auto-adjust complexity or pacing

Alignment of digital tools with defined learning outcomes and promotion of engagement or skill acquisition

- Measures of success: performance data, analytics dashboards, or competency-based evaluations

- AI-driven personalisation: delivers targeted resources, prompts based on student progress

What needs to be learned

- Digital versus traditional methods: student participation and outcomes, added value

- Feedback using tools of effectiveness: students, types: qualitative, quantitative

Continuous refinement and optimisation via feedback loops, analytics and AI insights

- Content or structure: real-time data collection, iterative improvements

- Alert and notification systems: automated, student difficulties or gaps in knowledge

- Feedback: trainers, students, administrators, educators

- Iterative improvements: quality assurance processes, implementing on feedback and reviews

Addressing practical challenges of implementing AI, ML and personalised learning solutions in VET

- Teacher training needs: digital upskilling, ongoing professional development

- Budget constraints, including licencing fees, long-term maintenance for advanced technologies

- Strategies for fostering institutional buy-in, mitigating resistance to change and integrating new solutions within existing workflows

- Policy or legal frameworks: data protection laws, legislation and regulation around deployment of technology

Learning outcome 3: Evaluate assistive technologies and accessibility requirements for inclusive technology enhanced teaching and learning

Overview of assistive technologies that support students with specific needs

- Tools: screen readers, voice recognition, or AI-based accessibility aids

- Types of disabilities and assistive support: sensory, motor, cognitive

- Future innovations: AR-based aids, AI-driven personalised adjustments

Institutional and legal requirements for comprehensive digital accessibility in personalised or adaptive systems

- Global and regional standards: WCAG (Section 508), local regulations

- Quality assurance: compliance checks, accessibility audits, ongoing improvement plans

- Leadership and institutional policies prioritising digital inclusion

Maintaining inclusion and equity through informed use of technology, including AI-driven customised support, including:

- Potential algorithmic biases that could disadvantage certain user groups

What needs to be learned

- Techniques for tailoring content to different learning preferences, literacy levels, or language abilities

- Importance of multi-stakeholder collaboration (students, support services, academic staff) to co-develop inclusive solutions

- Socio-economic factors that may limit access to high-end devices or stable internet

Integration of assistive technologies within TEL platforms to ensure a seamless, inclusive experience that supports personalisation, including:

- User testing and feedback cycles for students with accessibility needs

- Interoperability between mainstream LMS features and specialist software or hardware

- Strategies for consistent updates, patches and staff training to maintain accessible systems over time

- The role of AI in automating certain accessibility functions (for example, live captioning, text simplification)

Policy frameworks and industry standards guiding accessible TEL adoption, leveraging AI and machine learning for inclusivity, including:

- Insights into accreditation or certification programmes that endorse high-quality, inclusive technology integration

- Emerging guidelines from global bodies (UNESCO, OECD) that emphasise ethical AI in education

- Robust policies and stakeholder commitment leading to scaled improvements in digital accessibility

- The need for continual dialogue between policymakers, technology developers and educators to align innovations with user realities

Essential information for tutors and assessors

Essential resources

For this unit, centres need:

- Access to a virtual learning environment (VLE) or equivalent digital platform.

- Examples of emerging educational technologies (for example, VR headsets, e-portfolio systems).

- Guidance on web accessibility standards and assistive technologies.

Delivery requirements and learning activities

- **Technology Demonstrations:** Showcase various digital tools or platforms, including assistive technology.

- **Practical Workshops:** Learners design or adapt learning activities, aiming for inclusive digital delivery.

- **Peer Review Sessions:** Exchange feedback on user experience, accessibility and alignment with vocational skills.

- **Reflective Diaries:** Document successes, challenges, and planned refinements when using new technologies.

Assessment requirements

Learning outcome 1: Critically evaluate the role of technology in enhancing vocational teaching and learning

This learning outcome requires learners to demonstrate an understanding of the historical shift from face-to-face methods to blended or fully online delivery, recognising how technology enables flexibility, scalability and interactivity. They should appreciate the ways digital platforms can remove geographic or temporal barriers to vocational skills development. They should explore the benefits, limitations and ethical considerations of using digital tools, including AI and ML in VET contexts. They will show evidence of their key findings from current research on the effectiveness of TEL strategies and personalised learning approaches, including demonstrating awareness of how adaptive systems, real-time analytics and student-centred designs reshape engagement in vocational pathways. They should also demonstrate how policy drivers and workplace demands influence the adoption and success of TEL innovations. Learners will draw upon relevant case studies and best practice examples illustrating advanced digital integration. Finally, they will consider the sustainability and future potential of emerging TEL innovations in vocational contexts as part of their overall assessment.

To satisfy the assessment criteria, learners must produce a critical review of TEL strategies in vocational settings, referencing advantages, drawbacks and ethical considerations, backed by relevant research.

Learning outcome 2: Implement technology-enhanced learning strategies suited to diverse vocational learners

This learning outcome requires learners to design a technology-based learning activity or resource for a specific vocational setting, ensuring that they have considered and chosen the learning objectives, the appropriate choice of platform and tools, recognising adaptive or personalised components and recognising factors that influence student engagement. It is important that the learning activity or resource is accessible and inclusive to students. Learners must demonstrate evidence of continuous refinement and optimisation based on feedback loops, analytics and AI insights. Finally, they should address the practical challenges of implementing AI, ML and personalised learning solutions in VET.

Learning outcome 3: Evaluate assistive technologies and accessibility requirements for inclusive technology enhanced teaching and learning

This learning outcome requires learners to investigate at least two assistive technologies, evaluating their institutional or legal requirements for accessibility and reflect on how each fosters equitable learning. They must first give an overview of assistive technologies that support students with specific needs. They must consider the institutional and legal requirements of such assistive technologies. Finally, they must be able to demonstrate the integration of assistive technologies within TEL platforms, as well as the policy frameworks and industry standards associated with this.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period of time.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements.*

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Resources:

Textbooks

Anderson, T. (Ed.) *Theory and Practice of Online Learning* (2020), 9780919737594

Bates, A. W. *Teaching in a Digital Age* (2022), 9780995269231

Holmes, W. et al. *Artificial Intelligence in Education* (2022), 9783031205026

Kirkwood, A. and Price, L. *Technology-Enhanced Learning: A Handbook for Teachers and Lecturers* (2018), 9781894975810

Selwyn, N. *Should Robots Replace Teachers? (*2021), 9781509528981

Tobin, T. and Behling, K. *Reach Everyone, Teach Everyone* (2018), 9781946684615

Key theorists and seminal papers

TEL foundations and online pedagogy

Anderson, T. and Garrison, D. R.

Tony Bates

AI, analytics and adaptive learning

Ryan Baker

Rose Luckin

Assistive technology and accessibility (WCAG/UDL)

David Rose

Ethics, privacy and data governance

Danah Boyd

Neil Selwyn

Staff digital-capability and change management

Michael Fullan (Change Theory)

Websites

CAST UDL Guidelines. W3C WCAG (https://udlguidelines.cast.org/)

EDUCAUSE '7 Things' briefings (www.educause.edu/focus-areas-and-initiatives/teaching-and-learning-program)

Jisc 'AI in Ed' horizon scans (www.jisc.ac.uk/innovation/artificial-intelligence)

Jisc 'Digital Capability Framework' (https://digitalcapability.jisc.ac.uk/)

UNESCO 'Ethical AI in Education' (www.unesco.org/en/articles/recommendation-ethics-artificial-intelligence)

Unit 10: Vocational and Technical Learning and Teaching

Level: 7

Assessment type: Internal

Credit value: 6

Guided learning hours: 45 (NLH – 60)

Unit introduction

This unit focuses on designing and delivering effective vocational and technical programmes across a range of settings, including classrooms, workshops, laboratories and workplaces. Learners will explore pedagogical methods specifically suited to practical and skills-based instruction, critically evaluating how real-world application and industry collaboration enhance learning outcomes. Emphasis is placed on creating authentic, student-centred experiences that align with current industry standards.

Learners will plan and design vocational teaching-learning situations that align with educational principles and industry standards, using appropriate and relevant methodological frameworks for technical or practical learning. They will consider real workplace-inspired learning activities, evaluate alignment with industry expectations and student needs, and incorporate employer insights and real-world tasks. They will reflect critically on vocational teaching practice, incorporating insights for professional development and growth, realising the evolving industry requirements and pedagogical advances in teaching and learning.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Design vocational teaching-learning situations that align with educational principles and industry standards.	1.1 Identify and analyse key methodological frameworks for technical or practical learning. 1.2 Plan a series of learning activities that reflect real workplace practices. 1.3 Evaluate how the chosen approach meets local or national requirements, industry expectations and student needs.
2. Create authentic, industry-relevant learning experiences for vocational students.	2.1 Incorporate employer insights, real-world tasks, or simulated scenarios into programme design. 2.2 Demonstrate how the learning environment (workshop, lab, or workplace) contributes to skill acquisition. 2.3 Reflect on the role of assessment in measuring authentic skill competence.
3. Reflect critically on vocational teaching practice, incorporating insights for professional development.	3.1 Apply reflective models to analyse personal effectiveness in delivering vocational/technical training. 3.2 Identify strengths, weaknesses and opportunities for improvement. 3.3 Develop a plan for ongoing professional growth, aligned with changing industry requirements and pedagogical advances.

Unit content

What needs to be learned

Learning outcome 1: Design vocational teaching-learning situations that align with educational principles and industry standards

Methodological frameworks for technical or practical learning

- Foundational concepts and rationales behind competency-based education, experiential learning and project-based models

- Theoretical underpinnings (e.g. constructivism, behaviourism) that shape vocational teaching approaches

- Historical and contemporary trends in vocational pedagogy, including work-based learning and dual systems

Planning real workplace-inspired learning activities

- Methods for translating workplace tasks or processes into curriculum content and lesson structures

- Balancing theoretical grounding with on-the-job or simulated tasks to mirror authentic industry operations

- Approaches to differentiation and safety protocols when designing hands-on learning

- Strategies for integrating problem-solving, teamwork and quality management processes

Evaluating alignment with industry expectations and student needs

- Techniques for matching course outcomes to industry-defined competencies or national occupational standards

- Approaches to industry consultation or employer feedback on curriculum relevance

- Metrics for gauging student satisfaction, skill acquisition and employability progress

- Awareness of how shifts in technology or sector demands may prompt iterative course redesign

Learning outcome 2: Create authentic, industry-relevant learning experiences for vocational students

Incorporating employer insights and real-world tasks

- Rationale for industry collaboration (e.g. guest speakers, site visits, project briefs) to ensure authenticity

- Techniques for adapting case studies, role-plays, or problem-based scenarios to reflect genuine workplace challenges

What needs to be learned

- Recognising sector-specific requirements (manufacturing, service, creative industries) for more tailored learning

- Identifying skills gaps and future trends to embed forward-looking competencies in the learning design

Impact of learning environments (workshops, labs, or workplaces)

- Characteristics of effective practical spaces: equipment standards, layout considerations, safety measures

- How simulations, VR/AR, or actual workplace settings foster deeper skill engagement and motivation

- The importance of collaborative opportunities (team tasks, group problem-solving) in vocational training

- Balancing digital resources with hands-on practice to ensure realistic skill transfer

Role of assessment in measuring authentic skill competence

- Differences between formative and summative approaches for vocational skill evaluation

- Building valid, reliable and practical assessments that mirror on-the-job performance

- Integrating industry standards or professional benchmarks into evaluation criteria

- Combining qualitative (observation, reflective logs) and quantitative (rubrics, checklists) methods to capture diverse evidence of competence

Learning outcome 3: Reflect critically on vocational teaching practice, incorporating insights for professional development

Reflective models and their application in vocational training

- Overview of major reflective frameworks (Gibbs, Schön, Brookfield) and how they apply to hands-on teaching environments

- Methods for structured self-analysis (teaching journals, video reviews, peer observation feedback)

- Connection between reflective practice and adaptive teaching, especially in rapidly changing vocational sectors

- Recognising critical incidents or significant learning moments to drive professional growth

What needs to be learned

Identifying Strengths, Weaknesses, Opportunities and Threats (SWOT) for improvement

- Tools for self-diagnosis (SWOT analysis, feedback forms, student surveys) in vocational contexts

- Awareness of personal biases or assumptions that can shape teaching style and content delivery

- Techniques for converting identified weaknesses into actionable goals, focusing on incremental improvement

- How to gather and interpret objective data (student performance metrics, employability rates) to refine approaches

Developing a professional growth plan

- Approaches for staying updated with changing industry demands (certifications, workshops, professional networks)

- Linking academic research in vocational pedagogy (innovation, digital tools) to classroom or workshop practice

- Structuring a growth plan with clear, measurable milestones (timelines, resources, checkpoints)

- Ensuring alignment with institutional policies, accreditation standards and broader educational trends

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Delivery requirements and learning activities

- **Practical Task Design Sessions:** Learners create tasks reflecting real workplace processes or challenges.

- **Simulated Workplace Labs:** Opportunities for learners to trial their teaching methods and reflect on outcomes.

- **Industry Collaboration Workshops:** Encourage dialogue with employers or sector experts to ensure alignment with current practices.

- **Reflective Journals/Peer Feedback:** Consistent evaluation of pedagogical choices, with an emphasis on skill-building impact.

Assessment requirements

Learning outcome 1: Design vocational teaching-learning situations that align with educational principles and industry standards

This learning outcome requires learners to identify and analyse key methodical frameworks for technical or practical learning (e.g. competency-based, experiential) by realising the theoretical foundations that shape vocational teaching approaches. They must consider the trends in vocational pedagogy, including work-based learning and dual systems. Learners will demonstrate that they can plan a series of learning activities by balancing theoretical grounding with on-the-job or simulated tasks to mirror industry operations while being mindful of differentiation and safety protocols. They must show evidence of integrating problem-solving, teamwork and quality management processes. Finally, they are expected to evaluate their plan, considering techniques to match course outcomes to industry-defined competencies or national occupational standards. They must have considered the choice of appropriate metrics for gauging student satisfaction, skills acquisition and employability progress. To satisfy the assessment criteria, learners must produce a comprehensive teaching plan or scheme of work that integrates a chosen methodological framework, aligning tasks with industry standards and student objectives.

Learning outcome 2: Create authentic, industry-relevant learning experiences for vocational students

This learning outcome requires learners to design and deliver an authentic learning activity, drawing on real-world resources or industry scenarios and show how assessment supports true vocational competence. They must consider employer insights and real-world tasks, considering industry collaboration and techniques for adapting

new and existing learning resources to reflect genuine workplace challenges. They must also consider the skills gaps and future trends as part of the overall learning design. Learners must demonstrate the impact of learning environments (e.g. workshops, labs or workplaces) in terms of their characteristics, technology enhancement such as VR/AR and other simulation methods and the importance of collaborative opportunities. Finally, learners must demonstrate the role of assessment in measuring authentic skill competence by outlining the differences between formative and summative approaches while building valid, reliable and practical assessments that mirror on-the-job performance. They must measure this against industry standards and professional benchmarks.

Learning outcome 3: Reflect critically on vocational teaching practice, incorporating insights for professional development

This learning outcome requires learners to use reflective models to critique their teaching practice, identifying specific areas for professional growth based on current or anticipated industry changes. They must use tools to identify their strengths, weaknesses and opportunities for improvement, and transform these into actionable goals. They must show evidence of gathering and interpreting data (e.g. student performance metrics, employability rates) as a method of refining approaches. Finally, they must demonstrate the approaches required for staying up to date with the changing industry needs while also considering how academic research links into vocational pedagogy using innovation and digital resources to enhance classroom or workshop practice. They must structure a growth plan with clear and measurable milestones as part of their overall professional development.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

It is expected that this unit will be assessed in a real or simulated working environment, where evidence is naturally occurring and collected over a period of time.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements.*

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Resources

Textbooks

Herrington, J. et al. *Authentic Learning in the Digital Age* (2014), 9781416619598

Mulder, M. (Ed.) *Competence-based Vocational and Professional Education* (2017), 9783319824116

Pollard, A. *Reflective Teaching in Schools* (2022), 9781350032934

Salas, E. et al. *Guidelines for Simulation-Based Training* (2019), 9781315747644

Wiggins, G. *Educative Assessment* (2012), 9780787908485

Key theorists and seminal papers

Authentic learning and industry partnership

Lave and Wenger (Situated Learning)

Workshop/lab design and simulation

Edgar Dale (Cone of Experience)

Assessment of practical competence

Grant Wiggins

Dylan William

Reflective practice in technical settings

Stephen Brookfield

Graham Gibbs

Websites

Association for Career and Technical Education (ACTE) resources (www.acteonline.org/)

Immersive Learning Research Network (www.immersivelrn.org/)

SAGE Reflective Practice microsite (https://study.sagepub.com/reedandwalker/student-resources/reflective-practice)

Unit 11: Leadership and Management in Education

Level:	7
Assessment type:	Internal
Credit value:	6
Guided learning hours:	45 (NLH – 60)

Unit introduction

This unit provides advanced insight into leadership and management theories and their application within educational contexts. It is designed to equip learners with the skills and knowledge necessary to critically analyse key theories of leadership and management, compare different leadership models and evaluate their relevance and impact on teaching and learning quality. Through this unit, learners will explore effective strategies to lead change, manage teams, and respond to policy developments, ensuring a positive impact on educational outcomes.

The unit emphasises the importance of applying leadership strategies to facilitate change and improve team performance in education. Learners will identify change drivers such as policy reforms, funding shifts and curriculum updates and develop strategic responses to these changes. Additionally, the unit covers effective communication and stakeholder engagement, critical assessment of factors influencing team motivation and performance, the evaluation of policy implications for effective leadership and management in educational contexts.

By analysing case studies and reflecting on personal leadership styles, participants will develop the ability to manage resources, performance and innovation within educational settings. The unit also includes a critical evaluation of local policies specific to your country related to educational leadership, providing a comprehensive understanding of how these policies influence leadership practices and impact teaching and learning quality. Overall, this unit aims to prepare learners to become effective leaders and managers in the field of education, capable of navigating complex challenges and driving positive change.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria
1. Critically analyse key theories of leadership and management in educational settings.	1.1 Compare different leadership models in the context of education. 1.2 Critically evaluate the relevance and impact of these theories in managing teaching and learning quality. 1.3 Analyse how leadership theories align with professional standards or guidelines.
2. Apply leadership strategies to facilitate change and improve team performance in education.	2.1 Identify change drivers (policy reforms, funding shifts, curriculum updates) and develop a strategic response. 2.2 Demonstrate effective communication and stakeholder engagement to manage the change process. 2.3 Critically assess factors that influence team motivation, performance and collaborative culture.
3. Evaluate policy implications for effective leadership and management in educational contexts.	3.1 Analyse how local or national policies shape leadership decisions, resource allocation and quality assurance. 3.2 Examine ethical considerations in policy implementation (equity, inclusiveness). 3.3 Propose strategic solutions to manage policy constraints and capitalise on emerging opportunities. 3.4 Critically evaluate local policies specific to their region related to educational leadership.

Unit content

What needs to be learned
Learning outcome 1: Critically analyse key theories of leadership and management in educational settings

Comparative Analysis of Leadership Models in Education

- Understanding Transformational Leadership:

  o Inspires change and innovation within schools and educational organisations through vision, motivation and role modelling

  o Impact of transformational leaders on staff morale, professional growth and the cultivation of a positive learning environment

- Examining Situational Leadership:

  o Adapts to differing circumstances and varying staff competencies, adjusting leadership styles based on current needs

  o Flexibility in leadership approaches addresses immediate challenges in educational settings

- Evaluating Distributive Leadership:

  o Allocates decision-making across teams, encouraging collaboration and shared responsibility among educators

  o Promotes innovation through collective intelligence and builds a culture of mutual accountability

Evaluating the Relevance and Impact of Leadership Theories on Teaching and Learning Quality

- Impact on Pedagogical Practices:

  o The relationship between leadership models and improvements in teaching effectiveness, classroom management and curriculum delivery

  o Case studies where specific leadership styles have led to measurable improvements in student engagement and academic outcomes

- Quality Management in Education:

  o Leadership theories contribute to the establishment and monitoring of performance standards, professional development and continuous improvement processes

  o Role of leaders in setting clear expectations and modelling behaviours that underpin high teaching and learning quality

What needs to be learned

Aligning Leadership Theories with Professional Standards or Guidelines

- Integration with Educational Policies:

  - o Various leadership models conform to or diverge from established professional standards, such as those prescribed by educational authorities or national teaching councils

  - o Leaders can utilise these theories to achieve compliance with regulatory requirements while fostering innovation

- Professional Code and Ethical Leadership:

  - o Ethical dimensions of leadership in education and how different models advocate for fairness, integrity and accountability

  - o Adherence to professional guidelines reinforces public trust and supports sustainable school improvement initiatives

Learning outcome 2: Apply leadership strategies to facilitate change and improve team performance in education

Understanding Change Drivers and Strategic Response Development

- Identification of Change Drivers:

  - o Policy reforms, funding shifts and curriculum updates serve as catalysts for change within educational institutions

  - o External and internal factors that necessitate leadership intervention to adapt to evolving educational landscapes

- Strategic Planning for Change:

  - o Processes of strategic analysis and planning to respond effectively to change, ensuring that leadership actions are proactive rather than reactive

  - o Strategic responses in educational contexts where change drivers led to significant improvements in organisational performance

Effective Communication and Stakeholder Engagement

- Communication Strategies:

  - o The critical role of clear, transparent and consistent communication in the change process

  - o How leaders can utilise various communication channels (meetings, digital platforms, informal conversations) to disseminate information and rally support

What needs to be learned

- Engaging Stakeholders:
  - Approaches for involving diverse stakeholders – including teachers, administrators, parents and community partners – in decision-making processes
  - The importance of building trust and fostering open dialogue to ensure that all voices are heard and valued during periods of change

Factors Influencing Team Motivation, Performance and Collaborative Culture

- Team Dynamics and Motivation:
  - The key elements that drive team motivation, such as recognition, shared goals and supportive leadership
  - Theories of motivation (e.g. Maslow's hierarchy of needs, Herzberg's two-factor theory) in the context of educational teams

- Enhancing Collaborative Culture:
  - The strategies that encourage effective collaboration, including team-building initiatives, distributed leadership practices and the cultivation of professional communities
  - How cultural factors within an educational organisation impact collaboration and overall team performance

Learning outcome 3: Evaluate policy implications for effective leadership and management in educational contexts

Analysing the Influence of Local or National Policies on Leadership Decisions

- Policy Impact on Leadership:
  - How educational policies, frameworks, and regulations inform leadership practices, decisions and resource allocation
  - The mechanisms through which policies shape the strategic priorities of educational institutions, including quality assurance and compliance measures

- Resource Allocation and Quality Assurance:
  - The relationship between policy mandates and the distribution of resources (financial, human, and technological) essential for effective leadership
  - How leadership practices are benchmarked against national standards and criteria outlined in quality assurance frameworks

What needs to be learned

Examining Ethical Considerations in Policy Implementation

- Equity and Inclusiveness:
  - o How ethical principles such as equity, inclusiveness, and fairness are embedded within policy directives and their implications for leadership practices
  - o The role of leaders in advocating for policies that promote social justice and equal access within educational settings

- Policy versus Practice Dilemmas:
  - o Common ethical dilemmas that arise during policy implementation, including potential conflicts between political mandates and the practical realities of managing schools
  - o How leaders can navigate these dilemmas by balancing ethical imperatives with operational constraints

Proposing Strategic Solutions to Policy Constraints and Emerging Opportunities

- Innovative Approaches to Policy Challenges:
  - o Strategic frameworks that enable leaders to manage and overcome policy-induced constraints while maximising opportunities for improvement
  - o Explore methods for aligning institutional strategies with emerging trends and technological advancements that offer new pathways for progress

- Leveraging Opportunities:
  - o How leaders can identify and capitalise on emerging opportunities (for example, new funding streams, legislative initiatives) to drive organisational change
  - o The role of leadership innovation in transforming policy challenges into catalysts for growth and quality improvement

Critical Evaluation of Local Policies Specific to your country in Educational Leadership

- Contextual Analysis of Educational Policy in your country:
  - o The unique aspects of your country's educational policies, including historical developments, cultural considerations and current governmental priorities
  - o How these policies influence leadership practices in your country's educational institutions and impact overall teaching and learning quality

- Case Studies and Comparative Insights:
  - o Specific case studies from their country that illustrate the practical implications of policy directives on leadership and management

Essential information for tutors and assessors

Essential resources

For this unit, centres need:

- Leadership and management theory texts, current policy documents

- Case studies from a variety of educational settings (colleges, training providers)

- Tools or frameworks for strategic planning and team performance analysis

Delivery requirements and learning activities

- **Theory Seminars:** Present major leadership models, comparing their potential benefits and drawbacks.

- **Change-Management Workshops:** Learners devise action plans for responding to a simulated organisational shift.

- **Team-Building Exercises:** Highlight best practices in motivating and leading staff.

- **Policy Analysis Tasks:** Reflect on how key policies impact daily leadership decisions.

Assessment requirements

Learning outcome 1: Critically analyse key theories of leadership and management in educational settings

Learners must demonstrate that they can meet all the learning outcomes specified for the unit. The assessment criteria determine the standard required to achieve the unit. Learners are expected to produce a critical analysis of at least two leadership models, linking them to educational outcomes and professional standards. Additionally, they must demonstrate how they would lead a specific change initiative, outlining strategies for communication, engagement and team motivation. Finally, learners must evaluate a selected policy or framework, discussing its leadership implications and proposing solutions to navigate constraints ethically and effectively.

This unit is internally assessed, and the evidence presented by learners must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria. It is expected that the assessment will be conducted in a real working environment, where evidence is naturally occurring and collected over a period of time. Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria. The unit is assessed by a portfolio of evidence.

Learning outcome 2: Apply leadership strategies to facilitate change and improve team performance in education

This unit focuses on applying leadership strategies to facilitate change and improve team performance in education. This involves understanding change drivers and developing strategic responses to them. Key elements include the identification of change drivers, strategic planning for change and effective communication and stakeholder engagement. Communication strategies and engaging stakeholders are crucial for successful change implementation. Additionally, factors influencing team motivation, performance and collaborative culture are essential components. Understanding team dynamics and motivation, as well as enhancing collaborative culture, are vital for achieving the desired outcomes.

Learners must emphasise the importance of strategic planning, effective communication, and stakeholder engagement in driving change and improving team performance. By identifying change drivers and developing appropriate strategies, leaders can facilitate a smooth transition and foster a collaborative culture. Understanding team dynamics and motivation is key to enhancing team performance and achieving the desired outcomes. Learners must provide a comprehensive framework for leaders to navigate the complexities of change and drive positive results in educational settings.

Learning outcome 3: Evaluate policy implications for effective leadership and management in educational contexts

Learners must demonstrate a comprehensive understanding of the policy implications for effective leadership and management in educational contexts. This involves critically analysing the influence of local or national policies on leadership decisions, examining the impact of these policies on resource allocation and quality assurance and evaluating ethical considerations in policy implementation. Learners are expected to explore the dilemmas between policy and practice, propose strategic solutions to policy constraints and identify emerging opportunities. Innovative approaches to policy challenges and leveraging these opportunities are essential components of the assessment.

Additionally, learners must conduct a critical evaluation of local policies specific to their region in educational leadership. This includes a contextual analysis of educational policy in their country, supported by case studies and comparative insights. The assessment requires learners to demonstrate their ability to apply theoretical knowledge to practical scenarios, showcasing their strategic thinking and problem-solving skills within the educational leadership domain.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

It is expected that this unit will be assessed in a real working environment, where evidence is naturally occurring and collected over a period of time.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Resources:

Textbooks

Al-Tamimi, A. (2022) *Educational Policy in the Middle East*, 9781032369914

Bass, B. and Riggio, R. (2018) *Transformational Leadership*, 9780805847628

Kotter, J. (2017) *Leading Change*, 9781422186435

Northouse, P. (2024) *Leadership: Theory and Practice*, 9781544397566

Schein, E. (2017) *Organizational Culture and Leadership*, 9781119212041

Starratt, R. (2019) *Ethical Leadership in Schools*, 9781412913515

Key theorists and seminal papers

Leadership models (transformational, situational, distributed)

Bernard Bass

Olivier Blanchard

John Hersey

James Spillane

Change management and strategic planning

Michael Fullan

John Kotter

Team motivation and culture

Frederick Herzberg

Edgar Schein

Policy and governance in education (with a focus on your country)

Andy Hargreaves

Kenneth Leithwood

Ethics and inclusive leadership

Maxine Greene

Robert Starratt

Websites

Centre for Creative Leadership (CCL) ([Leadership: For All Things Humanly Possible | CCL | Learn More](#))

Harvard Graduate School of Education 'Usable Knowledge' ([Usable Knowledge | Harvard Graduate School of Education](#))

MindTools 'Motivation' toolkit ([Self-Motivation](#))

Ministry of Education of your country OECD 'Leadership for Equity' blogs ([Topics | OECD](#))

Unit 12: Equality, Diversity and Inclusion

Level:	7
Assessment type:	Internal
Credit value:	6
Guided learning hours:	45 (NLH – 60)

Unit introduction

This unit equips learners with the knowledge and skills to promote equality, diversity and inclusion (EDI) in educational contexts. By examining legislation, best practice frameworks and real-world barriers to equity, participants will learn how to create supportive learning environments that meet diverse needs. Learners will also explore strategic leadership approaches to embed inclusive values across institutions and measure the impact on students' experiences.

The unit delves into core EDI concepts and the relevant legislation and regulatory frameworks that underpin educational policy. It critically evaluates the impact of these frameworks on both institutional operations and societal contexts, drawing on current academic literature and sector examples. Additionally, the unit emphasises the alignment of EDI principles with ethical responsibilities and moral imperatives in education, ensuring that learners understand the importance of fairness, respect and social justice.

Furthermore, learners will develop comprehensive strategies for promoting EDI in compliance with legal and ethical standards. This includes analysing organisational structures and practices to identify gaps and opportunities for enhancing EDI, designing strategic EDI plans, justifying how these strategies adhere to legal obligations and best practice guidelines. The unit also encourages critical reflection on personal leadership practices and organisational culture to foster an inclusive learning environment, ultimately aiming to dismantle barriers and enhance support for underrepresented groups.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	
1. Examine the significance of equality, diversity, and inclusion (EDI) in shaping educational policies and practices.	1.1	Define and analyse core EDI concepts, relevant legislation and regulatory frameworks that underpin educational policy.
	1.2	Critically evaluate the impact of these frameworks on both institutional operations and societal contexts, drawing on current academic literature and sector examples.
	1.3	Explain and justify how EDI principles align with ethical responsibilities and moral imperatives in education.
2. Develop comprehensive strategies for promoting EDI in compliance with legal and ethical standards.	2.1	Analyse organisational structures and practices to identify gaps and opportunities for enhancing EDI.
	2.2	Design a strategic EDI plan or business case that addresses the identified needs, incorporating relevant data, stakeholder perspectives and contextual factors.
	2.3	Justify how the proposed strategy adheres to legal obligations and best practice guidelines while illustrating its potential organisational benefits.
3. Critically reflect on personal leadership practices and organisational culture to foster an inclusive learning environment.	3.1	Evaluate the influence of personal biases and assumptions on leadership decisions, and how these affect inclusivity within educational settings.
	3.2	Propose effective methods to dismantle barriers and enhance support for underrepresented groups, supported by reflective evidence.
	3.3	Assess the potential impact of these initiatives on students, staff and the wider community, using evaluative criteria and reflective practice.

Learning outcomes	Assessment criteria
4. Critically analyse EDI challenges and opportunities within the educational context of your country and propose targeted interventions.	4.1 Examine the socio-political, cultural and legal factors that uniquely shape EDI in educational policies and practices.
	4.2 Evaluate the particular challenges faced by institutions in your country in promoting EDI, referencing local case studies and policy documents.
	4.3 Develop context-specific strategies and recommendations that address local stakeholder needs.
	4.4 Propose robust methods for monitoring and assessing the effectiveness of EDI initiatives within the context of your country.

Unit content

What needs to be learned

Learning outcome 1: Examine the significance of equality, diversity, and inclusion (EDI) in shaping educational policies and practices
Core EDI Concepts and Regulatory Frameworks • Essential EDI definitions such as equality, diversity, inclusion and their relevance in educational settings • Key legislation, policies, and regulatory frameworks that support and enforce EDI, including national laws and international conventions • How these frameworks have evolved and are applied to shape educational policies, ensuring that schools and institutions uphold equitable practices Impact of EDI Frameworks on Institutions and Society • Academic research and sector-specific case studies that demonstrate the influence of EDI policies on school operations, leadership practices and resource allocation • How EDI initiatives contribute to improved educational outcomes, enhanced student experiences and strengthened community relations • Broader societal benefits of well-implemented EDI measures, including social cohesion, reduced disparities and the promotion of inclusive practices across various sectors Ethical Responsibilities and Moral Imperatives in EDI • Ethical principles and moral imperatives underpin the implementation of EDI in education • Alignment between EDI initiatives and the core values of fairness, respect and social justice expected in educational institutions • Responsibility of educators and policymakers to ensure that EDI practices not only comply with legal standards but also promote a culture of integrity and inclusiveness

Learning outcome 2: Develop comprehensive strategies for promoting EDI in compliance with legal and ethical standards
Analysing Organisational Structures and EDI Gaps • Organisational frameworks and practices within educational institutions to identify current strengths and weaknesses in EDI implementation • Internal policies and cultural practices that may hinder or support the advancement of EDI principles • Data and qualitative evidence, such as staff and student feedback, to uncover opportunities for enhancing institutional inclusivity

What needs to be learned

Designing a Strategic EDI Plan or Business Case

- An evidence-based strategic plan or business case that outlines clear objectives to address identified EDI gaps

- Stakeholder perspectives – including those of educators, students, parents, and community representatives – and contextual factors such as demographic trends or local cultural considerations

- Relevant data to support the need for targeted interventions, ensuring that the strategy is both practical and aligned with best practice guidelines

Legal Obligations and Organisational Benefits of EDI Strategies

- How proposed EDI strategies adhere to legal standards, regulatory frameworks and ethical guidelines governing educational practice

- Potential organisational benefits derived from effective EDI initiatives, such as improved staff morale, enhanced reputation and better student outcomes

- Strategic approach through an analysis of cost-effectiveness, sustainability and long-term impact on institutional culture

Learning outcome 3: Critically reflect on personal leadership practices and organisational culture to foster an inclusive learning environment

Personal Biases and Their Influence on Leadership

- How individual biases, assumptions, and preconceptions can influence leadership decisions and subsequently affect the inclusivity of the learning environment

- Specific example of where leadership practices may have unintentionally hindered diversity or perpetuated exclusionary practices

- The importance of self-awareness and continuous reflection in mitigating personal biases in educational leadership

Strategies for Dismantling Barriers for Underrepresented Groups

- Proven methods and strategies aimed at overcoming barriers faced by underrepresented or marginalised groups within educational settings

- Reflective evidence and case examples that illustrate successful initiatives for increasing support, engagement and representation

- The role of mentoring, professional development and policy changes as effective means to foster a more inclusive educational culture

Impact of Inclusive Initiatives on Educational Communities

- The potential effects of inclusive leadership initiatives on various stakeholders, including students, staff and the wider community

What needs to be learned
- How culturally responsive and inclusive practices can enhance team performance, improve learner outcomes and build stronger community ties   - Criteria and reflective practices to continually assess and refine initiatives aimed at enhancing organisational inclusivity

Learning outcome 4: Critically analyse EDI challenges and opportunities within the educational context of your country and propose targeted interventions

Socio-Political, Cultural and Legal Factors in your Country

- The often unique socio-political and cultural landscape of countries that influences EDI policies, including historical and current dynamics

- The legal frameworks and regulatory practices specific to your country that impact the implementation of EDI in educational institutions

- How these contextual factors shape the expectations and realities of educational leadership and management in your country

Challenges Faced by Institutions in your Country in Promoting EDI

- Specific challenges that educational institutions in your country encounter in achieving effective EDI

- Local case studies and policy documents that highlight barriers such as resource constraints, cultural resistance, or limited stakeholder engagement

- The intersection between national educational priorities and the practical challenges of implementing EDI in diverse learning environments

Context-Specific Strategies and Recommendations for your Country

- Targeted, context-sensitive strategies and recommendations designed to address the unique EDI challenges faced by institutions in your country

- Tailored interventions that integrate stakeholder perspectives and leverage local strengths, such as community involvement and culturally informed practices

- Innovative methods for adapting international best practices to the context in your country while respecting local traditions and norms

Monitoring and Assessing EDI Initiatives in your Country

- Robust methods for monitoring and evaluating the effectiveness of EDI interventions within the educational system in your country

- Quantitative and qualitative metrics to track progress, including stakeholder feedback, performance indicators and comparative analyses over time

- Adaptive management techniques to continually refine strategies based on emerging evidence, local challenges and global trends in inclusive education

Essential information for tutors and assessors

Essential resources

For this unit, centres need:

- Equality legislation and relevant institutional EDI policies

- Case studies showcasing successful EDI initiatives

- Tools for conducting equality impact assessments or organisational audits

Delivery requirements and learning activities

- **Legislation and Policy Seminars:** Clarify legal obligations, referencing specific local/national frameworks.

- **EDI Audits/Gap Analysis:** Learners investigate an educational institution, identifying areas of good practice and those needing improvement.

- **Strategy Planning Workshops:** Draft an EDI plan, including resource mapping, stakeholder engagement and risk assessment.

- **Reflection Sessions:** Learners share insights on personal biases, leadership style and next steps for creating inclusive spaces.

Assessment requirements

Learning outcome 1: Examine the significance of equality, diversity and inclusion (EDI) in shaping educational policies and practices

Learners must demonstrate a comprehensive understanding of the significance of equality, diversity and inclusion (EDI) in shaping educational policies and practices. This involves defining and analysing core EDI concepts, relevant legislation and regulatory frameworks that underpin educational policy. Learners should critically evaluate the impact of these frameworks on both institutional operations and societal contexts, drawing on current academic literature and sector examples.

Furthermore, learners must explain and justify how EDI principles align with ethical responsibilities and moral imperatives in education. This requires a deep understanding of the moral and ethical considerations that drive EDI initiatives and how these principles are integrated into educational practices. The assessment should reflect a nuanced analysis of the ways in which EDI principles influence decision-making processes within educational institutions and their broader societal implications.

Finally, learners should provide a critical evaluation of the effectiveness of EDI policies and practices in achieving their intended outcomes. This includes assessing the strengths and weaknesses of current EDI initiatives and proposing recommendations for improvement. The assessment should be grounded in current academic literature and supported by real-world examples from the education sector.

Learning outcome 2: Develop comprehensive strategies for promoting EDI in compliance with legal and ethical standards

The assessment requirements for promoting equality, diversity and inclusion (EDI) involve several key components. Firstly, it is essential to develop comprehensive strategies that comply with legal and ethical standards. This includes understanding and adhering to relevant laws and regulations while also considering the ethical implications of EDI initiatives. The strategies should be designed to foster an inclusive environment where diversity is valued and promoted.

Secondly, the assessment criteria require an analysis of organisational structures and practices to identify gaps and opportunities for enhancing EDI. This involves a thorough examination of existing policies, procedures and cultural norms within the organisation. By identifying areas where improvements can be made, learners can develop targeted interventions to address these gaps and promote a more inclusive workplace.

Finally, the assessment involves designing a strategic EDI plan or business case that addresses the identified needs. This plan should incorporate relevant data, stakeholder perspectives and contextual factors to ensure its effectiveness. Additionally, it is important to justify how the proposed strategy adheres to legal obligations and best practice guidelines while illustrating its potential organisational benefits. This comprehensive approach should ensure that the EDI initiatives are not only compliant but also beneficial to the organisation as a whole.

Learning outcome 3: Critically reflect on personal leadership practices and organisational culture to foster an inclusive learning environment

Learners must critically reflect on their personal leadership practices and the organisational culture within their educational settings. This reflection should focus on fostering an inclusive learning environment that supports diversity and promotes equity. Learners are expected to evaluate how their leadership decisions are influenced by personal biases and assumptions and how these biases can impact inclusivity within their educational settings. By understanding these influences, learners can identify areas for improvement and develop strategies to create a more inclusive environment.

Additionally, learners must propose effective methods to dismantle barriers and enhance support for underrepresented groups within their educational settings. These methods should be supported by reflective evidence that demonstrates the effectiveness of the proposed strategies. Learners are encouraged to consider various approaches, such as policy changes, training programmes, and community engagement initiatives, to address the needs of underrepresented groups. The goal is to create a supportive environment that enables all learners to thrive and succeed.

Finally, learners are required to assess the potential impact of their proposed initiatives on students, staff and the wider community. This assessment should use evaluative criteria and reflective practice to measure the effectiveness of the initiatives. By considering the broader implications of their actions, learners can ensure that their strategies not only benefit individual students but also contribute to the overall

improvement of the educational setting. This holistic approach helps to create a positive and inclusive learning environment for everyone involved.

Learning outcome 4: Critically analyse EDI challenges and opportunities within the educational context of your country and propose targeted interventions

Learners must demonstrate a comprehensive understanding of the challenges and opportunities related to Equality, Diversity and Inclusion (EDI) within the educational context of their country. This involves a critical analysis of the socio-political, cultural and legal factors that uniquely shape EDI policies and practices. Learners are expected to evaluate the particular challenges faced by educational institutions in promoting EDI, referencing local case studies and policy documents to support their analysis.

Furthermore, learners must develop context-specific strategies and recommendations that address the needs of local stakeholders. These strategies should be informed by a thorough understanding of the local educational landscape and should aim to create inclusive and equitable learning environments. Learners should consider the perspectives of various stakeholders, including educators, students, policymakers and propose interventions that are both practical and sustainable.

Finally, learners are required to propose robust methods for monitoring and assessing the effectiveness of EDI initiatives within their country's educational context. This includes identifying appropriate metrics and evaluation frameworks that can be used to measure progress and impact. Learners should also discuss potential challenges in implementing these methods and suggest ways to overcome them. The goal is to ensure that EDI initiatives are continuously improved and adapted to meet the evolving needs of the educational community.

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

It is expected that this unit will be assessed in a real working environment, where evidence is naturally occurring and collected over a period of time.

Centres are responsible for deciding on the assessment activities that will enable learners to produce valid, sufficient, authentic and appropriate evidence to meet the assessment criteria.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification(s). This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Resources:

Textbooks

Hattie, J. (2023) *Visible Learning: The Sequel,* 9781032462035

Knowles, M. et al. (2020), *The Adult Learner,* 9780429299612

Kolb, D. (2015) *Experiential Learning: Experience as the Source of Learning and Development,* 9780133892505

Rosenshine, B. (2012) 'Principles of Instruction' *American Educator,* 9781912906208

Tomlinson, C. (2017) *How to Differentiate Instruction in Academically Diverse Classrooms,* 9781416623304

Key theorists and seminal papers

Teacher-led versus student-centred pedagogies (direct instruction, inquiry, flipped classroom)

Robert Gagné Competency-based holistic VET models

Barak Rosenshine

Adult learning and motivation in vocational settings

Edward Deci and Richard Ryan (Self-Determination Theory) Reflective practice and professional growth

Malcolm Knowles

Experiential, problem-based and simulation learning

Howard Barrows (PBL)

David Kolb

Differentiation and inclusive technique adaptation

UDL Council (CAST)

Carol Tomlinson

Learning support and resource curation

John Hattie (effect sizes)

Websites

CAST 'Universal Design for Learning Guidelines' ([The UDL Guidelines](#))

Education Endowment Foundation (EEF) 'Teaching and Learning Toolkit' ([Teaching and Learning Toolkit | EEF](#))

Edutopia 'Research-Backed Strategies' ([Research-Backed Strategies for Better Classroom Management | Edutopia](#))

National Center for the Study of Adult Learning and Literacy ([22098 World Ed JSI ncsall flyer](#))

10 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

11 Malpractice

Dealing with malpractice in assessment

Malpractice refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice* available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples. It details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments

- disqualification from the qualification

- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan

- requiring staff members to receive further training

- placing temporary suspensions on certification of learners

- placing temporary suspensions on registration of learners

- debarring staff members or the centre from delivering Pearson qualifications

- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals booklet* (www.jcq.org.uk/exams-office/appeals).

12   Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC International Professional qualifications with confidence. You will find a list of resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Specification

The specification (for teaching from September 2025 gives you details of the administration of the qualifications and information on the units for the qualifications.

Pearson Progress

Pearson Progress is a digital support system that helps you to manage the assessment and quality assurance of the Pearson BTEC International Level 7 Professional Qualifications in Applied Teaching and Education (SRF). It supports delivery, assessment and quality assurance of BTECs in centres and supports teachers and learners as follows:

- course creation
- creating and verifying assignments
- creating assessment plans and recording assessment decisions
- upload of assignment evidence
- tracking progress of every learner.

The system is accessible for teachers and learners so that both teachers and learners can track their progress.

Training and support from Pearson

People to talk to

There are many people available to support you and give you advice and guidance on delivery of your BTEC International qualifications. They include the following.

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and can answer sector-specific queries on planning, teaching, learning and assessment.

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling.

- Regional teams – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. Regions often run network events.

- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC International qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

'Getting Ready to Teach'

These events are designed to get teachers ready for delivery of the BTEC International qualifications. They include an overview of qualification structures, planning and preparation for internal assessment, and quality assurance.

Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

13 Glossary

Part A – General terminology used in specification

Term	Description
Unit number	The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for all qualifications.
Unit title	This is the formal title that we always use, and it will appear on learners' certificates.
Level	A qualification can contain one or more units, both of which will have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator in the United Kingdom.
Value	All units in these qualifications have a value. The value is calculated using the formula NLH/10. The value will always be a whole number.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Notional Learning Hours qualification time (NLH)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills or time dedicated to assessment.
Learning outcomes	The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Unit content	This section sets out the required teaching content of the unit and specifies the knowledge, skills and understanding required for achievement of the unit. It enables centres to design and deliver a programme of learning that will enable learners to achieve each learning outcome and to meet the standard determined by the assessment criteria.

Term	Description
Essential information for assessors	This section gives information to support delivery and the implementation of assessment.
Suggested assessment approach	This gives suggestions for how to assess the learning outcomes.
Assessment requirements	This gives detailed information about what evidence learners are required to show in order to meet the assessment requirements.

Part B – Terms used in knowledge and understanding criteria

Term	Description
Analyse	Examine methodically and in detail, typically in order to interpret.
Assess	Consider all factors or events that apply, to identify those which are the most important or relevant and make a judgement.
Compare	Identify the main factors relating to two or more items/situations, explaining the similarities and differences or advantages and disadvantages, and in some cases say which is best and why.
Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description shows recall and in some cases application.
Detailed	Having additional facts or information beyond a simple response.
Evaluate	Bring together all information and review it to form a supported conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
Identify	Show the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
Outline	Provide a summary or overview or brief description.
State	Express information in clear and precise terms.

Pearson
BTEC