

# Annual Impact Report



**2024–2025**

**Cognition**  
Learning Group >





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# CEO's foreword



**When we talk about systems – educational, governmental, organisational – we often focus on what they produce: outcomes, metrics, achievements. But systems are made up of people. And the health of any system is inseparable from the experiences, decisions, and capabilities of those people. This is especially true in education.**

At Cognition Learning Group, we operate at the intersection of systems and people. Our work is built around a conviction that large-scale, sustainable impact emerges not from standardisation, but from local intelligence, relational trust, and well-supported expertise. It is not just what is delivered that matters, but how, by whom, and in what context.

Between April 2024 and March 2025, our work reached over 5.1 million individuals across 30 countries. That includes 2.2 million students, more than 160,000 educators and government officials, and over 2.3 million professionals across the public and private sectors. These figures are important – but what is more important is the infrastructure we are helping to build beneath them: stronger professional networks, more coherent systems of support, and the ability to adapt to complexity.

Take New Zealand, for example. Our Mathematics Programme for Students supported 3,291 students in 137 schools, through the hands-on coaching of 354 teachers. In just 12 weeks, a vast majority of those students (80 percent in Years 1–5, 96 percent in Years 4–10) made academic progress equivalent to six months to two years. Nearly all sustained or exceeded that growth beyond the intervention. That tells us something crucial: when teachers are resourced with the right methods and supported in implementation, the system moves.

We have seen the same pattern in the Teacher Mentoring Programme in England. More than 1,800 early career teachers received mentoring from trained peers who had completed over 16,000 hours of professional development. The significance of this programme lies not only in its scale, but in its structure. Mentorship is not an optional enhancement. It is a foundational mechanism that builds capability, confidence, and retention into the profession itself.

We recognise that education does not operate in isolation. Economic change, demographic shifts, and technological disruption are reshaping the demands on learners and educators alike. The path forward requires us to think systemically and act relationally. It requires a long-term view of progress and a readiness to engage with complexity rather than avoid it.

This report reflects the work of many people – those designing programmes, delivering training, analysing impact, and responding to context in real time. To our clients, funders, and partners: thank you for your belief in a different way of doing things. To our teams around the world: thank you for the precision, care, and commitment you bring to every part of our work.

The challenges facing education today are not simple. But we do not need simplicity. We need solutions that are grounded in evidence, responsive to people, and oriented towards transformation. That is the work ahead, and it is the work we are proud to continue.

Sincerely,

**Tina Lucas,**  
**Chief Executive Officer,**  
**Cognition Learning Group**



# About us

Cognition Learning Group is a leading provider of education, training, consultancy, and digital learning solutions. We are owned by the not-for-profit Te Rau Puāwai Education Trust, which supports educational initiatives that draw on collaboration and evidence, to increase capabilities of individuals and communities, maximising their potential to create a fairer society.

With a global headquarters in Auckland, New Zealand; Cognition Learning Group operates across three continents. Our roots can be traced back to 1989 as a service provider to schools in New Zealand, but we have since expanded these services and global reach to deliver in more than 30 countries. The Group is strategically positioned within the key sectors in education, learning, and development to deliver quality learning experiences to people at every stage of their lives.

**Our purpose is to unleash the power of education to transform the lives of children, young people, and adults around the world.**

We are committed to this purpose because of the wide range of global evidence demonstrating that better education and learning opportunities generate stronger outcomes for individuals, communities, businesses, nations, and marginalised groups.

The Group delivers a wide range of education services aimed at improving learning outcomes, creating opportunities, and changing lives for the better. We achieve our purpose through our core activities, which include:

- > international consultancy for education policy reform and improvement
- > implementation of national programmes of education transformation
- > digital learning, qualifications, and workforce development for businesses
- > development of national training programmes for education institutions and education leaders
- > professional development for educators
- > delivery of apprenticeships and qualifications for businesses
- > leadership and management training for leaders across government and industry
- > creation of digital and published curriculum materials and learning resources
- > recruitment and mentoring for the education workforce.



**In 2024/25, Cognition Learning Group operated under four brands, working across three continents.**

**Cognition**  
Education

Cognition Education is a global provider of education consultancy services and transformation programmes, with a focus on improving learning outcomes for all.

**Wavelength**  
Learning

Wavelength Learning is an award-winning developer of human-centred digital learning solutions for the workplace.



Begin Bright is a global leader in early learning and tutoring, supporting children, educators, and families across Australia, New Zealand, and the UK with evidence-based resources and consultancy to give every child the best start in life.

**aspire**  
Development

Aspire Development is an apprenticeship, leadership, and management business focused on growing the capability of staff and organisations.







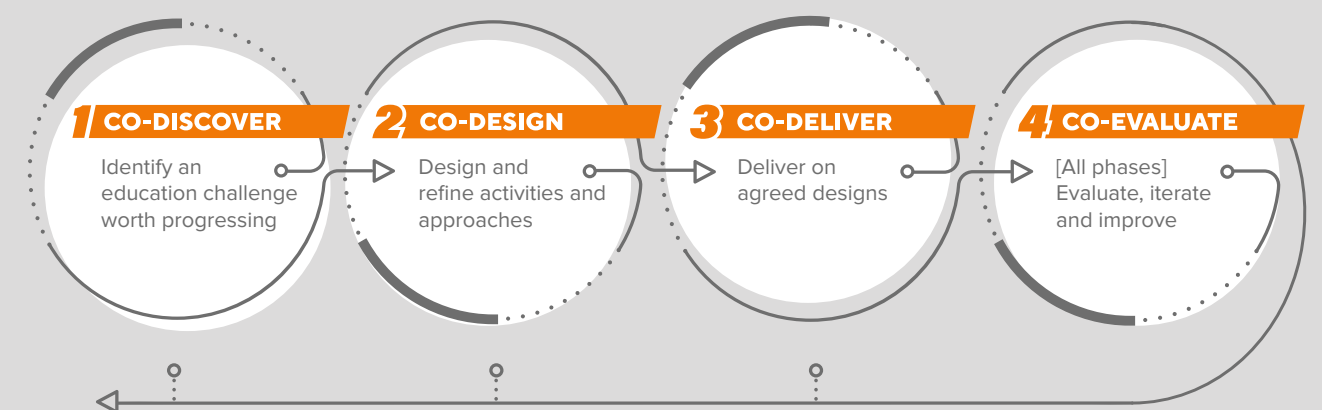
## How we work

Our in-house consulting methodology – the Collaborative Impact Approach – is central to how we support our clients to achieve really ambitious goals. Developed through 36 years of global experience, it reflects our work with ministries of education, donors, businesses, and learners across a wide range of contexts.

The approach is underpinned by robust research and further strengthened by our analysis of more than 50 improvement methodologies, factor analysis studies, meta-analyses, and systematic reviews on effective implementation practices.

Structured around four interconnected phases, the Collaborative Impact Approach ensures that our interventions are evidence-informed, contextually relevant, and tailored to the needs of those we partner with and support.

### Our four phases of support



# Cognition Learning Group global reach 2024–2025



Between April 2024 and March 2025, **Cognition Learning Group** reached more than **5.1 million** learners, educators, government partners, organisational leaders, and corporate staff worldwide.



We supported **224,590 educators, school leaders, and government officials** through customised professional development programmes, strengthening education ecosystems, and shaping futures across generations.



Our work positively impacted the learning experiences of **2,207,833 students** through enhanced teaching practices, innovative leadership, and access to high-quality learning resources.

Beyond the education sector, our expert learning teams fostered capability and resilience across public and private sectors.

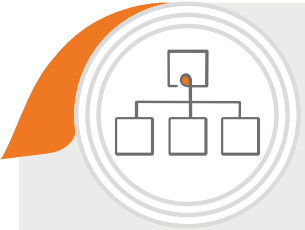


**2,337,600 government partners, commercial leaders, and corporate staff** benefitted from tailored leadership development, coaching, and digital learning solutions. This is up considerably on last year (2023–2024): 1,177,669 Government Partners, and Corporate Staff.

Our work supported **17,986 organisations** globally.



**13,292 educational institutions** engaged with our learning products and services.



**4,694 government agencies and corporate organisations** utilised our bespoke digital learning and professional development solutions.



# Cognition Education

Cognition Education is an established global leader in the design and implementation of education transformation programmes for governments and international donors. With a strong 36-year track record, Cognition Education has successfully managed and delivered contracts across four continents, partnering with over 30 governments in diverse low-, middle-, and high-income country contexts.

## Recent initiatives have included:

- > national teacher training and mentoring initiatives
- > development and implementation of national education strategies
- > statewide school improvement services
- > design and delivery of national frameworks for skills development
- > development of a post-graduate qualification to support professional growth in the education sector.

## Here are some of the leading organisations we are privileged to be in partnership with in 2024–25:

Department for Education United Kingdom

New Zealand Tertiary College

Victorian Academy of Teaching and Leadership

Ministry of Education New Zealand



## Our impact



National partnerships and international development projects delivered by Cognition Education have impacted the learning outcomes of over ... **242,387 students worldwide**

A total of **16,675 educators** benefitted from Cognition Education's improvement programmes.

These initiatives have supported learners and educators at **1,073 educational institutions** in New Zealand, Australia, Solomon Islands, and the UK.

Our Cognition Education teams from around the world have directly worked with **1,698 school leaders** to co-design, co-deliver, and co-evaluate bespoke professional learning and career development programmes.

Between April 2024 and March 2025, Cognition Education proudly delivered **273** unique projects. The following pages feature six case studies that demonstrate our commitment and the value we bring to our clients.



## Teacher Mentoring Programme ENGLAND

Cognition Education (with Aspire Development) partnered with the UK Department for Education to deliver the Teacher Mentoring Programme (TMP) – a national initiative supporting early career teachers (ECTs) in the further education (FE) sector. TMP is designed to strengthen mentoring practices across the FE sector. The programme provides blended professional development for both new and experienced mentors. These mentors, once trained, go on to deliver structured mentoring support to ECTs – helping them build professional confidence, improve teaching practice, and feel supported in the early stages of their careers, ultimately contributing to improved retention rates in the FE sector.

To support this mentoring framework, the TMP also offers a range of evidence-based mentoring resources, including short courses, masterclass webinars, and downloadable frameworks and guides. These resources and training opportunities ensure that mentoring is accessible, high-quality, and impactful across the FE sector.

## Our impact

Since the programme launched in 2023, our team has successfully delivered four cohorts, reaching:

**584 mentors** who completed over **16,000 training hours** on the mentoring programme and delivered over **15,000 mentoring hours** to ECT mentees.

**1,826 mentees** who received structured mentoring support through the TMP.

**179 FE institutions** that engaged with our main professional development programme for new and advanced mentors.

**442 FE sector staff** who completed or attended the sector-wide online Short Courses and Mentoring Masterclasses.

An estimated **53,856 students** in the FE sector benefitted indirectly from ECT mentees' improved teaching practice.

The TMP evaluated the role of mentors in supporting and retaining ECTs, and in improving their teaching practice. By equipping mentors with effective mentoring skills and professional development, the programme has contributed to significant improvements in ECTs' teaching practice, wellbeing, and resilience. Feedback from ECT mentees across all four cohorts is very positive:



agree or strongly agree that their mentors had the right skills and knowledge needed to support their professional growth.



reported that their mentors were responsive to their needs and career goals.

## Mathematics Programmes for Students NEW ZEALAND

Cognition Education is the leading provider of Programmes for Students (PfS) for the New Zealand Ministry of Education. PfS is a Ministry-funded initiative designed to address underachievement in mathematics by accelerating the progress of students performing below curriculum expectations. The programme aims to ensure equitable access to quality education for all students across New Zealand.

For over a decade, Cognition Education facilitators have been delivering PfS through the Accelerated Learning in Mathematics (ALiM) model. ALiM supports targeted students who are achieving just below expected curriculum levels through short-term, high-impact interventions. Our expert facilitators guide teachers through an inquiry-based, professional learning process that enhances teaching practices tailored to the needs of target students. Using structured accelerative strategies, teachers are supported to adapt their instruction in response to each target student's individual needs – improving their mathematics skills and overall achievement in the subject.

## Our impact

In 2024, our expert facilitators delivered a total of **7,280** professional development hours:



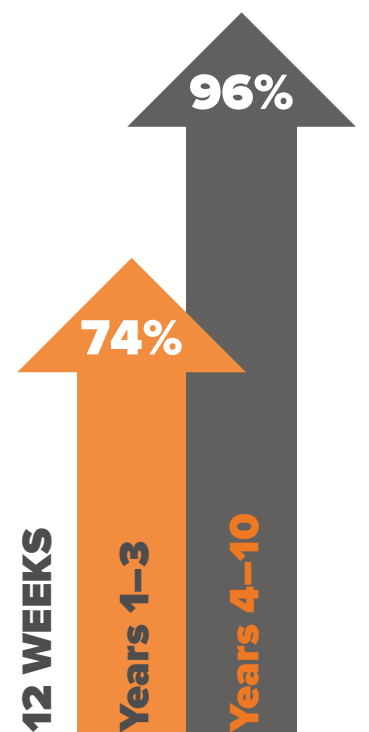
**3,291 students** across the country benefitted from our customised teacher mentoring methods.

**411 teachers** and **school leaders** received support from our facilitators to accelerate their target students' learning in mathematics.

**137 schools** were supported on PfS.

Following a 12-week intervention, **74%** of Years 1–3 ALiM students (assessed using the Junior Assessment of Mathematics) and **96%** of Years 4–10 ALiM students (assessed using e-asTTle) made **accelerated progress equivalent to six months to two years of mathematics learning**.

**100%** of **ALiM teachers** find our network meetings and mentor support very helpful to implement accelerative pedagogies, and reported making changes to their teaching practice because of support from our Cognition Education facilitators.





## Professional learning and development NEW ZEALAND

Since 2017, Cognition Education has been a New Zealand Ministry of Education accredited provider of Professional Learning and Development (PLD) for teachers and school leaders. Our aim is to improve teachers' practices and enhance student learning, with a specific focus on the National Priorities for PLD. Cognition Education collaborates with individual schools and school clusters to co-design, co-deliver, and co-evaluate tailored solutions that meet their unique needs and strengthen equity through responsive teaching.

### Our impact



In 2024–25, we directly worked with **421 schools** and **1,102 school leaders**.

**7,783 teachers and school leaders** benefitted from our facilitators' coaching and professional development support. These teachers and school leaders guided and supported the learning of an estimated **127,255 students** across the country.

**100%** of school leaders report **improvements in their management** and decision-making due to support from Cognition Education.

**92%** of school leaders report **student learning outcomes are significantly improving** due to engagement in our sessions.

**98%** of participants would **recommend our professional learning** and development to colleagues.

**95%** of participants find our **tools, strategies, and resources** suitable for their local context.



## Zooming into cultural capability: Relationships First® NEW ZEALAND

In partnership with Emeritus Professor Russell Bishop, we developed the Relationships First® programme, designed to improve teacher effectiveness and support teachers in building meaningful relationships with their students. Our aim is to increase equity in classrooms and maximise the achievement of all learners, with a focus on marginalised and indigenous students. Relationships First® is based on over two decades of research in indigenous and minority education, taking a whole school approach to leading transformation. The programme focuses on responsive and relational pedagogy, based on schools undertaking an evaluation of where they are positioned in terms of key indicator dimensions, developing a strong coalition for sustaining changes and systemic practices to create a culturally responsive context for student and teacher learning.



### Our impact



We worked with **128 schools**. We worked directly with **322 school leaders** to increase equity among students.

Our facilitators supported **1,760 school teachers** in refining their classroom practices and developing stronger bonds with their students. **45,837 students** were impacted by Relationships First®.

**100%** of school leaders report **improvements in their management** and decision-making due to support from Cognition Education.

**93%** of participants report gaining **new knowledge and skills** from our sessions.

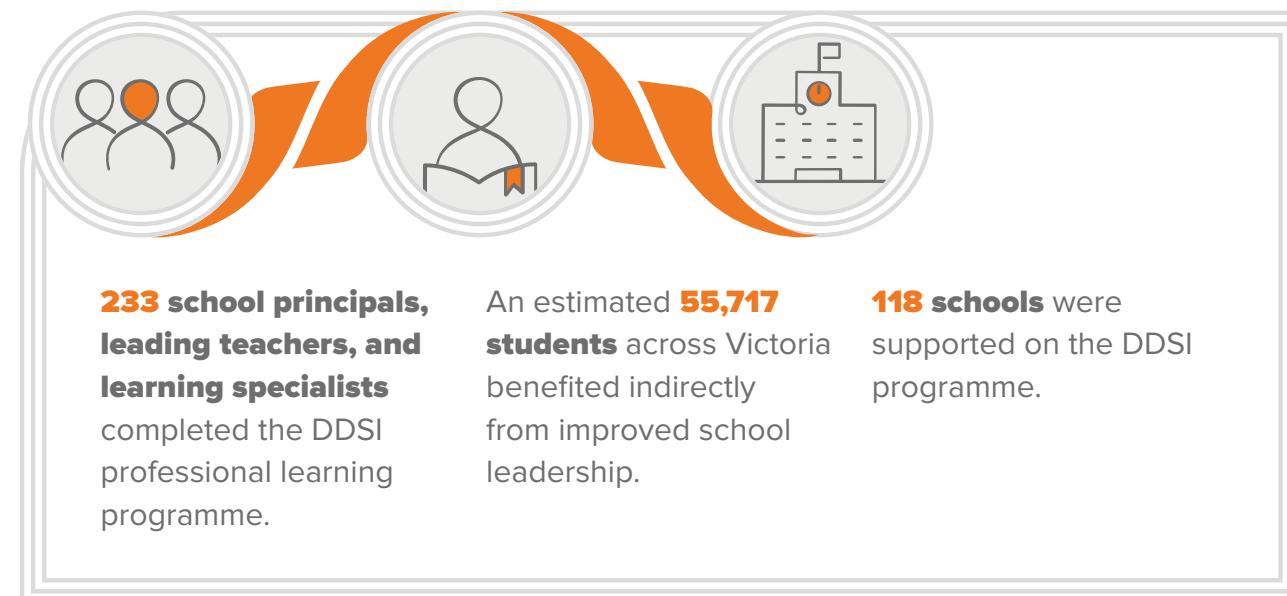
**37%** of students who benefit from Relationships First® are **Māori**.

## Data Driven School Improvement AUSTRALIA

Cognition Education is supporting the Victorian Academy of Teaching and Leadership to co-design and deliver the Data Driven School Improvement (DDSI) professional learning programme for government school leaders in Victoria. The programme builds the data literacy skills of school leaders, enabling them to make evidence-based decisions that address the diverse needs of their students, with a particular focus on inclusivity and supporting students with special needs.

Delivered through application-focused workshops, the programme equips participants to interpret complex data sets and apply their insights to school improvement planning. By fostering a culture of data-informed practice, the DDSI programme supports sustainable improvements in student outcomes and strengthens school leadership capability across the system.

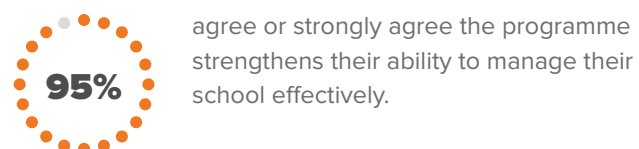
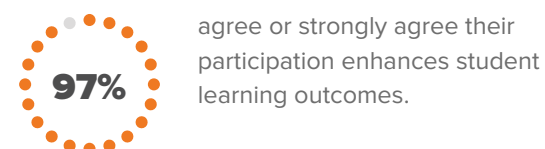
In 2024, Cognition Education successfully delivered the DDSI programme.



The DDSI professional learning programme is carefully evaluated, and respondents' feedback is very positive:

**100% agree or strongly agree** the programme drives school improvement, innovation, and change.

**98% agree or strongly agree** the programme positively impacts themselves, others, team development, and their role in leading teaching, learning, and wellbeing.



## Developing a postgraduate qualification for secondary initial teacher education NEW ZEALAND

New Zealand Tertiary College (NZTC) is a leading provider of initial teacher education professional programmes and is approved by the New Zealand Qualifications Authority (NZQA). NZTC offers its qualifications to students across New Zealand and internationally, and it has seen over 11,000 students graduate since its inception. In 2024, Cognition Education was commissioned by NZTC to lead the development of qualification documentation for a new Postgraduate Diploma in Teaching and Learning qualification for secondary school teachers.

### Our impact

Through close collaboration with NZTC, our Cognition Education consultants designed and developed the qualification. Our team ensured the qualification met the New Zealand Teaching Council's requirements for secondary teacher education and criteria set by NZQA, while aligning with NZTC's existing qualifications. Key activities included:

- 
- > conducting a secondary sector **consultation** with **300 secondary school principals**, analysing survey responses, and integrating findings into qualification documentation
  - > researching **teacher education models** to incorporate best practices and developing **evidence-informed qualification documentation**, including frameworks, curriculum plans, course descriptions, and assessment structures
  - > establishing connections with 13 secondary schools to serve as **placement hosts** for **student teachers**
  - > **interviewing secondary school leaders** and **educators** to refine qualification structure, placement requirements, and Associate Teacher (school mentors) support mechanisms, including the design of an Associate Teacher guidance document
  - > **beginning recruitment** of possible staff by working with education experts from the secondary sector as an Advisory Group for the qualification.

The collaborative efforts between NZTC and Cognition Education have resulted in the development of a robust and evidence-based qualification for secondary teacher education. The qualification documentation is under review by NZTC and will subsequently be submitted to the board for approval. Upon completion of this process, Cognition Education anticipates that NZTC will obtain NZQA and New Zealand Teachers' Council accreditation.





## CASE STUDY

# Supporting delivery of skills development VANUATU

Cognition Education provided technical assistance to strengthen the reach and impact of the Vanuatu Institute of Technology (VIT). As the centre of excellence of public technical, vocational, business, hospitality, and continuing education in Vanuatu, VIT plays a critical role in driving the country's economic and social development.

The project, funded by the Asian Development Bank (ADB), involved Cognition working closely with the Vanuatu Ministry of Education and Training to improve access to and the quality of technical and vocational education and training. The key aims included:

- > strengthening VIT's capacity to deliver high-quality, in-demand, and gender-responsive training
- > expanding VIT's campus infrastructure and facilities that are gender-responsive, inclusive, and climate-resilient
- > implementing targeted training programmes specifically for women, marginalised youth, and people with disabilities.

## Our impact

Cognition Education conducted extensive consultations with key local stakeholders, including women, marginalised youth, people with disabilities and their caregivers, and current VIT trainers and staff. The information gathered informed the development of:

- > a **skills development project plan** that established a high-quality, inclusive, and gender-responsive education and training system
- > **professional training and development initiatives** to upskill the Institute's management and staff
- > **plans for new infrastructure and upgrades** to existing facilities at the Port Vila and Malampa VIT campuses to enhance accessibility and learning conditions.

The project design has been approved by the ADB's board and is currently in the tendering phase. Once implemented, this initiative will improve access to skills training, enhance workforce readiness, and create pathways for sustainable employment opportunities.

By strengthening VIT's training capacity, upgrading infrastructure, and introducing targeted training programmes, the project will contribute to the Government of Vanuatu's vision of establishing an internationally recognised institute of higher education that provides inclusive, high-quality education for all its citizens.






# Begin Bright

Since 2008, Begin Bright has been supporting children to have the best start in life. From our education programmes, resources, and support to our early years consultancy services, Begin Bright is a trusted government partner, supporting educators, children, and parents/carers across Australia, New Zealand, and the UK.


Our programmes and resources are designed by leading educators to support children aged zero to five years, fostering happy, smart, and confident learners. In the UK, Begin Bright delivered the Department for Education’s Foundation Years service: providing events, support, resources, and information to the Early Years sector and practitioners who are delivering foundation stage education.

## Our impact

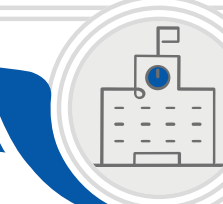
Between April 2024 and March 2025, Begin Bright’s diverse educational programmes and services have made a measurable impact across Australia, New Zealand, and the UK:



An estimated **524,654** children benefitted directly from our educational programmes.



Over **100,000** early years professionals received support via the Foundation Years service.



An estimated **4,500** early years organisations benefitted from Begin Bright services and programmes.

CASE STUDY

## Foundation Years – providing effective practice support to the early years sector ENGLAND

Begin Bright is working with the UK Department for Education (DfE) to deliver the Foundation Years service. This service is dedicated to ensuring that early years providers receive timely, evidence-based guidance, professional development support, and sector engagement opportunities.

High-quality early childhood education has a profound impact on children’s educational outcomes. In England, the Early Years Foundation Stage (EYFS) framework sets out the statutory standards that all early years providers must meet to ensure children learn and develop well, are kept safe and healthy, and are equipped with the skills needed for school.

To support the effective implementation of the EYFS, the Foundation Years service provides resources, tools, and professional learning aligned with current policy and regulatory requirements – ensuring that early years professionals across England maintain high-quality, consistent early education provision, as regulated by Ofsted.

Our support

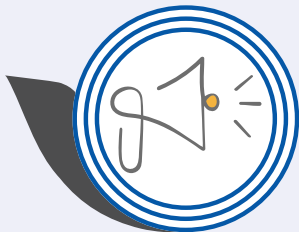
Our Begin Bright team supports the DfE through three key objectives:



Hosting and developing the Foundation Years service with up-to-date resources, policy updates, and best-practice guidance that address sector needs.



Creating evidence-informed and effective practice content by working with early years experts to develop relevant and practical professional development aligned with EYFS and related frameworks.



Building strong sector networks and increasing engagement by expanding the reach and accessibility of Foundation Years through delivering bespoke events focused on curriculum and practice support.

Our impact

In 2024–25, Begin Bright delivered events that early years professionals rated highly for their quality, relevance, and practical application.



found the information provided relevant to their job role, and reported the event met or exceeded their expectations.



stated they are likely or highly likely to apply the information in their professional practice.



# Wavelength Learning

Wavelength Learning is an award-winning producer of human-centred digital learning content, blended learning experiences, and publications. Operating across New Zealand, Australia, the Pacific Islands, and the UK, we design bespoke learning solutions and publications tailored to diverse industries.

With over 25 years of expertise, Wavelength Learning integrates adult learning principles, learning design, and technology to create engaging, impactful experiences for government and commercial clients. Committed to innovation, we empower individuals and organisations through creative and effective digital learning solutions.

**In 2024, we won several international awards, including two Diamond awards for our work with The Co-operative Bank, New Zealand: Best Learning & Talent Development: Customer Experience and Best Learning Model: Blended (Industry Specific).**

**Our collaborations in 2024–25 include partnerships with:**

The Star Entertainment Group | New Zealand Foreign Affairs & Trade  
The University of Adelaide | BBC

## Our impact

Wavelength Learning delivered **108** contracts during the 2024–25 financial year.

**1,440,792** students and **2,225,444** government officials, corporate staff, and customers benefitted from our innovative digital solutions, including digital and printed learning resources, online modules, games, video and animation content, and reference materials across New Zealand, Australia, the Pacific Islands, and the UK.

This reach reflects more than access – it represents learners acquiring knowledge and gaining new skills, educators enhancing their practice, and organisations transforming their learning ecosystems.

We worked directly with **38,508** educators and **organisational leaders** to co-design and deliver tailored digital learning solutions.

Wavelength Learning’s immersive and digital learning solutions were used across **12,345** schools, government agencies, and commercial organisations.

**100%**

of clients said our Wavelength offerings met their expectations.

## Our impact

### CASE STUDY

## The Co-operative Bank NEW ZEALAND

The Co-operative Bank serves over 180,000 customers across New Zealand, supported by a workforce of 400 employees. In 2024, The Co-operative Bank aimed to enhance the consistency and quality of its customer service by equipping staff with customer interaction skills, effective coaching practices, and the capability to deliver high-quality financial conversations.

Wavelength Learning partnered with The Co-operative Bank to co-design a tailored, human-centred training programme. Our expert designers collaborated with The Co-operative Bank’s coaches and learning teams to develop a programme featuring digital, interactive, and facilitated learning formats – catering to diverse learning styles and ensuring engagement.

The final training suite included:

- > an introductory animation outlining the customer service framework
- > a ten-part “What Good Looks Like” video series demonstrating best practices with embedded coaching points
- > a 52-card interactive scenario game featuring real customer cases to reinforce learning through engagement
- > comprehensive leadership and employee workshops, including six-hour interactive sessions and practical coaching tools.

With Wavelength Learning’s support, The Co-operative Bank has embedded a robust learning framework that ensures consistent, high-quality customer interactions and strengthens its reputation for customer-focused service within New Zealand’s banking sector. The training programme won two international awards; **LearnX Diamond Award for Best Customer Experience Training** and **LearnX Diamond Award for Best Blended Learning**.

The Co-operative Bank are **highly satisfied** with the deliverables, and classified Wavelength Learning services as superior across the following categories:



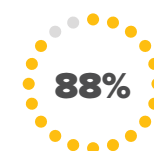
**Team’s expertise and skills**

**Quality of deliverables**

**Communication**

**Collaboration**

Among frontline leaders who completed the leadership workshop:



are **highly satisfied** with the workshop.



reported **increased confidence** in their coaching practices.

**94%** of the frontline leaders at The Co-operative Bank completed the leadership workshop.

## Aviation Security Service NEW ZEALAND

Wavelength Learning was commissioned by the Aviation Security Service in New Zealand to design an interactive online training module for their Explosives Detector Dog Unit (EDDU). The EDDU plays a critical role in national security, with team members operating in high-risk screening environments across the country's major airports.

To support Aviation Security Service in maintaining high standards and operational consistency, Wavelength Learning developed a training module to strengthen staff competency in handling explosive training samples safely and effectively. The module helps reduce security risks and ensures ongoing compliance with national requirements.

Our expert designers applied a targeted learning approach to ensure a successful learning experience:

- > **Keep it simple**
  - Following plain language principles
- > **Make it memorable**
  - Using interactions to highlight key messages and takeaways
- > **Show 'what's in it for me'**
  - Get early buy-in from learners so they understand the importance of the learning
- > **Incorporate engaging and challenging scenarios**
  - Incorporate detail-rich and realistic scenarios to build core critical thinking skills

These were integrated into a self-paced module that guided learners through the pre-search, search, and post-search phases of sample handling. It featured scenario-based videos with Aviation Security personnel, interactive knowledge checks, and a final assessment. The flexible online format enabled easy access and reduced disruption to daily operations.

## Our impact

Aviation Security Service are **highly satisfied** with the deliverables, and classified Wavelength Learning services as superior across the following categories:



**Team's expertise  
and skills**

**100%** of EDDU staff passed the final assessment, achieving the required 80% minimum pass mark.

**Quality of deliverables**

**Communication**

**41 EDDU staff** successfully completed the sample handling training module within the first year of implementation.

## Our impact

In 2024, Wavelength Learning launched the ATC learning resources, which are publicly accessible via NORTH Link's website. This initiative has established a sustainable learning ecosystem, enabling professionals across sectors to engage in ongoing professional development and collaboration.

During the discovery phase, our Wavelength team engaged:

- > over **65 industry representatives** through seven group workshops
- > more than **20 expert interviews** and stakeholder surveys.

This extensive consultation ensured the development of a comprehensive, industry-informed resource suite.

The ATC learning resources suite has been promoted across NORTH Link's extensive network of nearly **4,000 industry professionals**.

Aviation Security Service are **highly satisfied** with the deliverables, and classified Wavelength Learning services as superior across the following categories:



**Team's expertise  
and skills**

**Quality of deliverables**

**Communication**

**Collaboration**

## NORTH Link AUSTRALIA

NORTH Link is an independent association focused on enhancing the economy and liveability of Melbourne's northern region. In partnership with the Victorian Government, NORTH Link established the Assistive Technology Cluster (ATC) to drive innovation in assistive technology by bringing together the manufacturing, healthcare, and education sectors. The initiative aimed to streamline product development, ensure compliance with national standards, and better meet the needs of end users through collaborative design.

Wavelength Learning partnered with NORTH Link to develop a suite of learning resources designed to address knowledge gaps among key stakeholders. Using a human-centred design approach, we created accessible, practical content to support multidisciplinary teams to work collaboratively, with a strong focus on designing products that meet the needs of end users.

The final ATC learning resources suite includes:

- > five interactive Rise modules offering two hours of self-paced learning
- > a visual guide of the assistive technology development process, complemented by animations and a quick reference resource
- > facilitator-led workshop packs across five sessions for in-depth learning and group collaboration
- > written and video case studies highlighting sector success stories
- > downloadable tools and resources to support ongoing implementation of assistive technology solutions.





# Aspire Development

Aspire Development is a leading provider of apprenticeships, training programmes, and qualifications across the public, private, and non-profit sectors in the UK.

**We are an approved provider of qualifications, recognised by these awarding bodies:**

City & Guilds

ILM

NCFE

Highfield Qualifications

Since 2021, Aspire Development has been recognised by Ofsted as a 'Good' rated provider for the following categories:



**Quality of education**



**Behaviour and attitudes**



**Personal development**



**Leadership and management**

**We worked alongside these amazing clients in 2024–25:**

Department for Education United Kingdom

UK Atomic Energy Authority

Wincanton

# Our impact

During the 2024–25 impact cycle, Aspire Development partnered with government and private sector clients to deliver **58** contracts.

We trained **153 apprentices** for clients in healthcare, construction, manufacturing, logistics, food and beverage, charity management, legal services, and car distribution and sales.

**100%** of our Apprentices passed their apprenticeship, and **83% achieved distinctions.**

**97%** of participants said our Aspire offerings met their expectations.

**Aspire Development** are in the top **8%** of apprenticeship providers in the UK.



**1,846 managers** benefited from our bespoke leadership development and training programmes.

**55,290 employees** were impacted by our management and leadership training and coaching.

## Wincanton Level 5 Apprenticeship In Operations Management

### UNITED KINGDOM

Aspire Development has been in partnership with Wincanton to support leadership development through apprenticeship programmes since 2017. Wincanton is a leading supply chain partner in the UK, employing over 19,000 employees across more than 160 locations.

In 2024, Aspire Development delivered the Level 5 Apprenticeship in Operations Management programme, equipping Wincanton's middle managers with the leadership skills needed to drive operational excellence across their multiple locations. Our consultants collaborated with Wincanton's training and development team to design and deliver a comprehensive programme that combined leadership theory with practical application.

The Level 5 Apprenticeship in Operations Management programme delivered measurable results, benefiting learners directly and creating a positive impact across Wincanton.

**100%** of learners who completed the programme successfully achieved their end-point assessment.

**89%** of learners achieved a Distinction in their end-point assessment.

**88%** of learners indirectly benefitted rated the programme delivery as effective.

**86%** of learners agree or strongly agree they can apply their learning in the workplace.



An estimated **1,000 employees** at Wincanton indirectly benefitted from the improved leadership capabilities of the apprenticeship graduates.



## UK Atomic Energy Authority Level 3 ILM Qualifications

### ENGLAND

The UK Atomic Energy Authority (UKAEA) is a leading organisation in pioneering sustainable fusion energy, committed to innovation and workforce development. To enhance leadership capabilities within the organisation, UKAEA partnered with Aspire Development to design and deliver a Level 3 ILM-accredited Management Development Programme, aimed at equipping trainee managers with essential skills to foster a positive leadership culture and drive organisational success.

### Our support

Aspire Development collaborated with UKAEA's Learning & Development team to design a 12-month blended learning programme, tailored to UKAEA's organisational culture, values, and policies. The programme offered two qualification pathways:

**ILM Level 3 Award in Leadership & Management** – a foundation qualification with the requirement of two assignments to complete.

**ILM Level 3 Certificate in Leadership & Management** – a comprehensive qualification providing a broader base of knowledge and skills, with the requirement of six assignments to complete.

The programme utilised a blended learning approach, ensuring inclusivity, interactivity, and adaptability across UKAEA's departments. It featured a launch event introducing the management development programme and qualification options, five online leadership modules via Aspire Development's Digital Learning Hub, four in-person and one virtual workshop, and six tutorial sessions to support learners with ILM assignments.

### Our impact

Over the period of 12 months in 2024, Aspire Development successfully delivered the programme to **31 managers** across two cohorts.

The success of the programme has led UKAEA to commission Aspire Development to deliver **six additional cohorts**, further enhancing leadership capability across the organisation.



**27 managers** completed the ILM Level 3 Certificate in Leadership & Management.

**4 managers** completed the ILM Level 3 Award in Leadership & Management.



## Porsche Level 3 Team Leader Apprenticeship ENGLAND

Porsche is a globally recognised automotive brand, renowned for its engineering excellence, innovation, and high-performance vehicles. In 2024, Aspire Development partnered with Porsche to advance its leadership development strategy by delivering the Level 3 Team Leader Apprenticeship programme. The programme was designed to develop existing and emerging managers, equipping them with essential leadership capabilities to enhance team performance, foster innovation, and manage change effectively.

Aspire Development collaborated with Porsche to create an apprenticeship experience that prioritised intentional conversations with learners. Through structured discussions and ongoing feedback, learners refined their skills in key areas – ensuring they could confidently apply their learning in real-world scenarios while aligning with Porsche’s strategic objectives. Regular check-ins and progress reviews ensured they were developing the necessary leadership and management skills required for success within Porsche’s evolving work environment.

Our Aspire Development team designed a programme that integrated a range of dynamic learning methods, including bespoke digital learning modules hosted on Aspire’s Digital Learning Hub.

The programme consisted of:

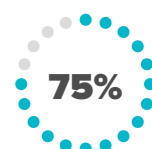
- > interactive workshops (online and in-person) to foster engagement
- > one-on-one coaching sessions for personalised guidance
- > english and mathematics qualifications support to enhance core competencies
- > guest speakers from Porsche leadership sharing real-world insights.

### 100% of learners:

- > who successfully completed the programme achieved their end-point assessment
- > rated the programme delivery as effective
- > thought the learning experience was enjoyable
- > agreed the programme met their learning expectations
- > thought they could apply their learning in the workplace.



of learners graduated from the Level 3 Team Leader Apprenticeship programme.



of learners achieved a Distinction grade at the end-point assessment.

## Our research

At Cognition Learning Group, we are committed to growing the global evidence base on what works best for learning. Here are some of the publications written by members of our education team.



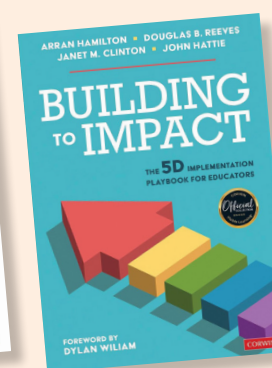
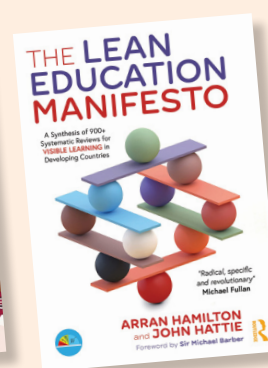
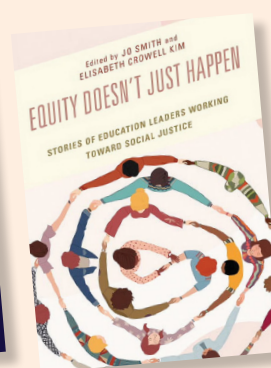
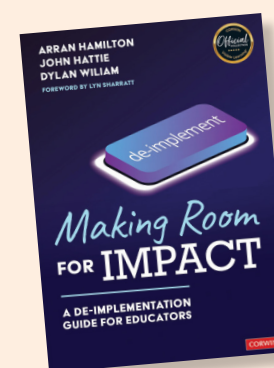
Designing and Developing an Interactive Syllabus for e-Business Training as Part of Design-Based Research (Hanna & Conner, 2024) examines the design and development of an interactive syllabus for the Smart Training for Arabic-speaking Residents on Technology e-Business Training programme.

In the evolving landscape of digital education, course syllabi must go beyond traditional static formats to support interactive and multimedia-rich learning experiences. The research highlights key strategies and technological tools used to create the syllabus, addressing challenges such as accessibility and usability.



The Future of AI in Education: 13 Things We Can Do to Minimize the Damage sparks discussion around the future role of artificial intelligence in education and its potential implications. This working paper, co-authored with Professor Dylan William (University College London) and Professor John Hattie (University of Melbourne), proposes 13 recommendations for regulating AI advancements, allowing us to contemplate future outcomes and make informed decisions for the future of humanity.

The working paper has received widespread media coverage, including in outlets like Times Education Supplement (UK), EdSurge (US), The Educator (Australia), and SecEd (UK).



# Our social commitments

## SOCIAL COMMITMENT 1:

### Diversity, inclusion, and equity

Cognition Learning Group is committed to support all learners to achieve their potential, regardless of their background or circumstances. Across our internal initiatives and external projects, we co-discover, co-design, co-deliver, and co-evaluate, ensuring our approach is responsive to the diverse needs of those we support. These examples showcase our dedication to fostering diversity, inclusion, and equity in everything we do.

#### Gender diversity

We are dedicated to building a diverse workforce with equitable representation at all levels. Our ongoing efforts focus on creating an environment where all employees feel valued and supported to succeed. In 2024–25 women made up 40% of our Executive Team and 50% of the Board of Directors, reflecting our commitment to gender balance in leadership.

#### Age inclusion

Cognition Learning Group celebrates age-inclusivity and takes pride in having 40% of our staff aged 45 and above. Our approach ensures that experience, innovation, and learning are shared across generations to strengthen our impact.

#### Minority equity

Our work in New Zealand demonstrates our commitment to closing achievement gaps for marginalised and indigenous students by equipping teachers with the skills to support diverse learners:

- > Relationships First strengthens student–teacher relationships to improve learning outcomes.
- > Mathematics Programme for Students supports targeted students to succeed in mathematics.

**These programmes are successfully expanding access to quality education for Māori and Pasifika students beyond national enrolment averages.**

**36%** of the **45,063** students supported on Relationships First are Māori (vs. ≈25% national enrolment)

**42%** of the **3,291** students supported on Mathematics Programme for Students are Māori or Pasifika (vs. ≈13% national enrolment)

## SOCIAL COMMITMENT 2:

### Staff wellbeing, safety, and professional development

We cultivate a safe and inclusive workplace, placing employee wellbeing and continuous learning at the core of our values. Cognition Learning Group has a highly engaged workforce, which we measure through regular employee engagement surveys, and have created an environment where all people can have a say, feel valued, and participate fully in our workplace.

## Our People & Culture Framework

The Group's People & Culture Framework defines our core values, behaviours, and culture, aligning with our four guiding principles: be agile, be impactful, be ambitious, be better. It reinforces our strategic priorities, promotes a high-performance culture, and recognises the unique contributions of our people.

### Health and safety

Cognition Learning Group uses Safe365, an intelligent health and safety management system, to continuously enhance our protocols and maintain a safe, responsive working environment. Safe365 enables us to complete and monitor risk assessments across a range of scenarios, including environmental factors, travel, and individual medical conditions. With many of our people working remotely or in-person with clients, Safe365 provides real-time access to data on any device, including a mobile app.

In the past year, only two incidents were reported through Safe365, both of which were promptly resolved by our People & Culture Team. We continue to prioritise the health and safety of our people, and are actively progressing towards ISO45001, the internationally recognised standard for occupational health and safety management.

**100%** of employees actively use Safe365 to report, record, and respond to health and safety challenges.

**100%** of employees and contractors have completed the required health and safety training.

### Professional Development

At Cognition Learning Group, we invest in employee development through two key approaches:

- > The Cognition Competency Framework defines performance levels and essential skills to help employees reach their potential.
- > The in-house learning platform offers digital modules for mandatory training and personalised professional development.

In 2024:

- > 88% of our employees have collectively taken 656 courses on our in-house learning platform.
- > 25 new recruits were onboarded through the in-house learning platform.

### Wellbeing

Our Global Wellbeing Collective, an employee-led initiative, continues to enhance staff wellness across Cognition Learning Group. The Collective plans regular activities tailored to local and global teams, fostering a culture of connection and engagement.

In 2024, the Collective organised a World Mental Health Day event. The session focussed on managing stress and anxiety, sharing practical resources to support wellbeing. It provided a valuable opportunity for our global team to take a break, connect, and recharge.

To further support employee wellbeing, the Group offers a wellbeing allowance to all employees. This flexible benefit empowers employees to invest in activities that enhance their wellbeing, boost productivity, and foster connection – whether through fitness memberships, gym equipment, a coffee catch-up, or a social meal with colleagues.

Additionally, our Learners Wellbeing Officer at Aspire Development delivers annual Safeguarding, Wellbeing, and Prevention Training, ensuring staff can recognise and respond to safeguarding and wellbeing concerns. This mandatory training includes wellbeing check-ins and practical guidance on identifying signs of poor mental health, unhealthy coping strategies, and safeguarding risks. Staff also have access to a range of support resources, including helplines and wellbeing tools. To support continuous learning, seasonal wellbeing newsletters and practice scenarios are shared throughout the year, embedding safeguarding and wellbeing into daily practice and fostering a supportive workplace culture.



**100%** of staff receive a wellbeing allowance to support their health and wellbeing.

**87%** of our employees have utilised their 'You Leave' day – an additional day of leave provided to encourage personal time away from work.



Over **100 hours** of volunteering activities have been completed by employees who utilised their 'Volunteer Leave'.

## SOCIAL COMMITMENT 3: Job and opportunity creation

The Group is committed to fostering an inclusive, supportive, and equitable working environment. We uphold a robust equal opportunities and anti-discrimination policy that complies with legislation in every country in which we operate. Our policies are designed to promote equal access to employment and career progression, ensuring our team reflects the diverse communities we serve.

We are proud to have an age-diverse workforce, with representation across all age groups from 23 to 67 years.

Over the past 12 months:

- > 25 new employees were recruited across a wide range of disciplines including, education and leadership, business development, learning design, finance, marketing, digital and information technology, director of partnering, education and learning consultant
- > 29 new roles were created, and 16 internal promotions were made – demonstrating our commitment to developing and advancing talent from within the organisation.

In England, our partnership with the Department for Education (DfE) to deliver the Teacher Mentoring Programme is contributing to social value creation in the further education (FE) sector. The programme strengthens the development and retention of early career teachers (ECTs) by building mentoring capability and fostering a culture of professional support.

The programme also supported job creation, with four new full-time equivalent roles established to manage and deliver the programme, including a programme manager, project officer, grants and finance officer, and a marketing role.

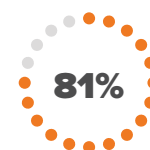
**15%** of mentor places were taken up by participants from underrepresented backgrounds (exceeding the 10% inclusion target set by DfE).



Mentors reported a 30.5% increase in mentoring knowledge, skills, and behaviours (significantly surpassing the DfE's target of 5% improvement).



of ECTs reported they were unlikely or very unlikely to leave the FE sector within the next three years.



of ECTs reported increased confidence in their teaching ability.



of ECTs expressed interest in developing mentoring skills to support future ECTs.

## SOCIAL COMMITMENT 4: Environment and sustainability

Cognition Learning Group is committed to responding to global environmental challenges with sustainable, forward-thinking practices that reflect our responsibilities as a global company. Our Carbon Reduction Plan aligns with industry best practices and reinforces our commitment to achieving Net Zero carbon emissions by 2050.

We have adopted a Remote-First working model to minimise our environmental impact and foster a flexible work environment. Strategic investments in cloud-based technologies and digital communication tools have enabled seamless global collaboration while reducing our reliance on travel and office-based operations.

Our commitments and practices to achieving Net Zero carbon emissions by 2050 include:

**Remote-First working policies:** We provide our employees with allowances to access high-speed home internet and essential equipment to maintain productivity while reducing travel-related emissions.

**Sustainable travel and office strategies:** Our meeting hubs are located near public transport and offer facilities such as bicycle storage and electric vehicle charging to support low-carbon commuting.

**Sustainable procurement:** We work with suppliers committed to carbon reduction and the use of 100% renewable energy.

**Digital-First operations:** Our global teams use secure, web-enabled platforms such as Office 365, BambooHR, and ZohoOne to collaborate efficiently while reducing paper use and travel.

**Sustainability Steering Group:** This group serves as the primary accountability body within our organisation, regularly evaluating our progress toward achieving reduction targets and improving our staff's understanding of carbon impact.

## CURRENT EMISSIONS REPORTING

Emissions	April 2023–March 2024 (Baseline year)	April 2024–March 2025 (Reporting year)
Scope 1	0	0
Scope 2	893.60 KgCO <sub>2</sub> e	3,875.01 KgCO <sub>2</sub> e
Scope 3 (Included sources)	8,327.28 KgCO <sub>2</sub> e <sup>3</sup>	9,845.67 KgCO <sub>2</sub> e <sup>3</sup>
Total emissions	9,220.88 KgCO <sub>2</sub> e <sup>1</sup>	13,720.68 KgCO <sub>2</sub> e <sup>2</sup>

Supporting explanations for data scope and coverage:

1. Baseline year emissions (April 2023–March 2024) include data from UK operations only.
2. Reporting year emissions (April 2024–March 2025) reflect expanded coverage, including all regions: New Zealand, Australia, UK, and Malaysia.
3. Air travel emissions are excluded for both years. A baseline for air travel will be established in 2025–2026, in alignment with future Scope 3 reporting improvements.



