



**Technology Enhanced Learning  
and Teaching: An Introduction**

**SCQF level 7**

**Unit Code F9XV 34**

## **Who is this qualification for?**

This Unit has been primarily designed for the continuing professional development (CPD) of teachers involved in the teaching, coaching and mentoring of learners, which may include formal and informal learning.

The PDA may also be attractive to tutors, trainers and other staff who are involved in the delivery of learning in other areas, including further education, community and voluntary learning, and private training providers.

The qualification Outcomes are:

- 1 Outline an e-learning plan.
- 2 Facilitate an e-learning session.
- 3 Assess an e-learning session.

Understanding and applying skills in these Outcomes is important because they help you work effectively in your learning and teaching role and also prepare you to use e-learning resources in the delivery of learning, teaching and assessment.

## **What should I know or be able to do before I start?**

You would normally be working towards, or expected to have completed, a teaching qualification, a Professional Development Award for teaching or a professional training qualification, and have competence in Information Technology at SCQF level 5 or higher.

## **What do I need to do?**

You need to be able to demonstrate your competence as a deliverer of learning when planning and delivering learning sessions to small groups of learners.

Candidates undertaking this Unit will be provided with opportunities to develop and practice their skills in utilising ICT and e-learning resources effectively in a learning environment.

## **How do I get this Unit?**

This Unit will be assessed by written/oral evidence. The candidate is required to select and use e-learning resources and materials to plan, facilitate and assess learning using e-resources.

You will be asked to provide a portfolio of evidence covering all three Outcomes. The evidence submitted in the portfolio should be based on the candidate's actual work in a learning environment with learners.

There must be arrangements in place to ensure the authenticity of the work provided. Simulation is not permitted in this Unit.

## What might this involve?

Each approved centre operates slightly differently. They may ask you to attend a training course and/or a one-to-one tutorial.

There may also be some self-study to undertake prior to the commencement of your assessment. Some individual course work will be required specifically in relation to developing a portfolio of evidence.

## What qualifications can I do next?

This particular Unit provides an introduction to the skills and knowledge related to using e-learning resources in a learning and teaching context.

The content of this Unit is based on the:

- ◆ National Occupational Standards for Learning Delivery for Teachers, Tutors and Trainers  
[http://www.lluk.org/documents/professional\\_standards\\_for\\_itts\\_020107.pdf](http://www.lluk.org/documents/professional_standards_for_itts_020107.pdf)
- ◆ The Learning and Skills e-Learning Framework <http://www.LSNeducation.org.uk>
- ◆ The Framework for Professional Recognition (2007) and the Standard for Chartered Teacher (2009).  
<http://www.gtcs.org.uk/ProfessionalDevelopment/ProfessionalDevelopment.aspx>

Those gaining this qualification could go on to undertake a Professional Development Award (PDA) in Technology Enhanced Learning and Teaching. Your tutor can advise you about qualification options or alternatively visit SQA's website at [www.sqa.org.uk](http://www.sqa.org.uk)

## Guidance for tutors

The information included in the remainder of this document has been grouped under the following sections:

Section A: Unit specification

Section B: Assessment guidelines for complete Unit

This Unit is supported by a set of support notes which can be obtained separately from the SQA. The support notes contain detailed evidence requirements and assessment guidelines.

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting the most appropriate assessment activity, and considering any reasonable steps which might be necessary to allow the learner to meet the assessment standard. Further advice can be found on our website: [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Section A — Unit specification

### Unit title: **Technology Enhanced Learning and Teaching: An Introduction**

This section provides detailed information on the Unit specification requirements covering all three Outcomes.

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

‘Candidate’ refers to someone who is working towards the achievement of this Unit.

<b>Technology Enhanced Learning and Teaching: An Introduction</b>		
<b>Ref</b>	<b>Outcome</b>	<b>Skills and Knowledge</b>
<b>1</b>	<b>Outline an e-learning plan</b>	<ul style="list-style-type: none"><li>◆ Identify sources of e-learning teaching materials and tools.</li><li>◆ Carry out a critical assessment of a range of e-learning materials and tools.</li><li>◆ Identify tools and techniques for customising the e-learning materials.</li><li>◆ Identify the access needs of learners’ in relation to the e-learning tools.</li><li>◆ Ensure the e-learning environment meets health, safety, security and access requirements.</li><li>◆ Ensure the e-learning environment complies with copyright and licensing agreements.</li><li>◆ Identify class scenarios where e-learning tools could support teaching and learning.</li><li>◆ Develop an individual e-learning plan to meet a set of curriculum learning objectives.</li></ul>

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Ref	Outcome	Skills and Knowledge
<b>2</b>	<b>Facilitate an e-learning session</b>	<ul style="list-style-type: none"> <li>◆ Map subject specific curriculum objectives to e-learning resources.</li> <li>◆ Identify opportunities where learners can use e-learning resources to meet learning objectives.</li> <li>◆ Identify communication tools to support learners and learning.</li> <li>◆ Demonstrate how e-learning resources could be used to deliver curriculum objectives.</li> <li>◆ Be aware of current legislation, standards and guidelines for using e-learning resources.</li> <li>◆ Identify what additional support learners require when carrying out learning objectives using e-learning resources.</li> </ul>
<b>3</b>	<b>Assess an e-learning session</b>	<ul style="list-style-type: none"> <li>◆ Identify an electronic assessment tool that gathers evidence to support teacher, self and peer assessment.</li> <li>◆ Use an electronic assessment tool to record outcomes of assessment and assess learners' skills.</li> <li>◆ Use an electronic assessment tool to capture and process data about learners' skills and provide feedback on learners' progress.</li> <li>◆ Provide feedback on the assessment to others that are required to know the information.</li> <li>◆ Ensure the confidentiality of information about learners in line with organisational policies and legal requirements.</li> </ul>

## **Section B — Assessment guidelines for complete Unit**

### **Unit title:      Technology Enhanced Learning and Teaching: An Introduction**

The candidate will be expected to submit a fully referenced portfolio of evidence covering all three Outcomes for assessment.

These assessment guidelines have been developed to give advice by identifying where opportunities exist to gather evidence efficiently.

For assessment purposes, the evidence can be divided into three main categories:

- 1   Portfolio evidence produced by the candidate.
- 2   Portfolio evidence produced by the candidate.
- 3   Portfolio evidence produced by the candidate.

Detailed evidence requirements and assessment guidelines are available from the SQA upon request for centres delivering this Unit and those seeking approval to deliver it.



## Administrative information

### Credit value

1 credit(s) at (SQA level 7) (8 SCQF credit points at SCQF level 7)

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