



Arrangements for:
**Professional Development Award in
Technology Enhanced Learning and
Teaching at SCQF level 8**

Group Award Code: G9YM 48

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Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

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1 Introduction

This is the Arrangements Document for the Professional Development Award (PDA) in Technology Enhanced Learning and Teaching at SCQF level 8, which was validated in July 2010. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

The PDA has been primarily designed to contribute towards the continuing professional development (CPD) of teachers involved in teaching, coaching and mentoring learners through formal and informal learning events.

The PDA is also relevant for college lecturers, tutors, trainers and other staff who are involved in the delivery of learning in Further Education, community, voluntary and private training establishments.

2 Rationale for the development of the Group Award

The Units within this PDA are designed to provide candidates with a high level qualification utilising technology to enhance their teaching. Candidates will gain a range of skills to enable them to select suitable e-resources, plan how they will use them for delivery of lessons and assessing learners. They will have the opportunity to participate and manage an online learning community or design and develop e-learning content.

The PDA will help build candidates' confidence in this technologically rich age in the use of digital technology and e-learning resources to provide a blended learning approach to their teaching. It is widely recognised that candidates who demonstrate learning delivery skills encompassing the use of digital technology are able to engage with learners more proactively. This will enhance the learning experience of the learners and encourage them to engage with technology so they can augment their independent learning skills.

This can be seen within the schools sector where there are many teachers who would like to integrate alternative methods of learning within their delivery in order to encourage learners to take control of their own learning. The PDA provides such opportunities for teachers to apply their acquired knowledge of e-learning in their work with learners.

This may help them towards achieving the key components required to demonstrate professional recognition in a specific area of interest. The acquired knowledge, skills and attributes developed in the PDA could cover the requirements for Professional Recognition from the General Teaching Council for Scotland (GTCS). This is currently being explored with the GTCS. SQA are in discussions with HEI's delivering the MSc Chartered Teacher to look at possible APL opportunities from the knowledge and skills gained from the PDA.

Within the Further Education sector, staff are also increasingly facing demands to deliver learning using new technologies to engage learners. This demand will increase with further advances in technology and the widespread use of mobile technologies amongst the majority of learners.

Nearly all colleges now use a virtual learning environment for a variety of purposes — to communicate with learners, for storage of subject content, for collaborative discussion forums, for integrating online and conventional delivery approaches, assessment delivery and grading. The PDA will thus support candidates to develop their skills in blended and e-learning approaches.

There are many types of training providers covering both the voluntary and private sectors. They too are finding that there is a requirement to provide different learning methods for a diverse range of learners which in turn requires their tutors to acquire the appropriate ICT and e-learning skills to be able to offer different learning opportunities. The PDA offers this valuable CPD opportunity for these tutors.

3 Aims of the Group Award

This PDA is designed for educationalists that are in a career or vocation who wish to extend or broaden their skills base in using technology to enhance their teaching approaches.

3.1 General aims of the Group Award

The general aims of the PDA are:

- ◆ To give a balanced overview and introduction to e-learning and using e-resources by allowing each Unit to be studied stand-alone or combined with others.
- ◆ To provide an opportunity to group together a number of Units to give a coherent theme using e-resources to facilitate learner engagement.
- ◆ To provide opportunities for candidates to work towards the competencies for a range of National Occupational Standards and gain knowledge and skills towards professional recognition by various bodies including GTCS, Chartered Institute of Personnel and Development (CIPD) and the Trainer Assessment Programme (TAP).

Candidates achieving this award will gain valuable knowledge and skills in using technology enhanced learning techniques to engage with learners in the classroom and beyond, encouraging learners to participate in their own learning and develop as confident individuals.

Candidates will develop the knowledge and skills required to support them in new curriculum initiatives such as Curriculum for Excellence and learning environments such as Glow. It will also support candidates who wish to undertake further study or CPD opportunities, for example, Chartered Teacher status.

3.2 Specific aims of the Group Award

The specific aims of this suite of Units that constitute the PDA in Technology Enhanced Learning and Teaching are:

- ◆ To enable candidates who have responsibility for delivering and assessing programmes to learners with a range of learning needs to develop the skills and knowledge required to facilitate the use of e-learning.
- ◆ To support candidates to review a range of e-resources against curriculum and lesson requirements.
- ◆ To direct and guide candidates in the appropriate use of e-resources to meet learning objectives
- ◆ To instruct candidates in the appropriate use of e-resources with regard to copyright, health and safety and legal requirements.
- ◆ To decide which e-resources could be utilised to help learners establish milestones, review dates and achieve learning objectives.
- ◆ To identify barriers to e-learning, how to overcome them and build strategies to develop independent learners.
- ◆ To identify ways for candidates to seek feedback, respond to and give feedback to learners using e-resources.
- ◆ To encourage candidates to become reflective practitioners who share best practice in using new technologies
- ◆ To provide continuing professional development opportunities for candidates

3.3 Target groups

This new PDA in Technology Enhanced Learning and Teaching at SCQF level 8 will be attractive to teachers, lecturers, tutors, trainers and other staff who are involved in teaching, coaching and mentoring learners in schools, FE, community and voluntary learning and private training providers.

It may also be attractive to new members of staff who wish to enhance their practice by making effective use of ICT resources in both formal and informal learning situations.

3.4 Employment opportunities

Institutions in the education and training sectors are employing specialist staff with the specific role of supporting the design and delivery of e-learning. In turn educators and trainers are finding that the skills and experience needed to deliver and support e-learning are becoming a necessary part of their own role. Staff who undertake this PDA may be given the role, either formally or informally, to act as a Champion in the use of new technology

and are required to support colleagues through the transition towards technology enhanced teaching and learning.

Candidates may achieve appropriate professional recognition depending upon their own work context. For example, discussions are taking place regarding recognition towards Chartered Teacher status from GTCS.

College lecturers will have an opportunity to gain valuable continuing professional development in the use of e-learning resources. This will help them develop the knowledge and skills that could lead into SQA's Advanced Diploma Teaching in Further Education or the Teaching Qualification in Further Education (TQFE).

External trainers, coaches and mentors undertaking the PDA will gain valuable knowledge and skills which may help develop professional recognition from organisations such as Chartered Institute of Personnel and Development (CIPD) for their Certificate in Training Practice. Also, the Trainer Foundation Accreditation Programme (TAP) for their TAP Certificates and Diplomas in E-Learning.

4 Access to Group Award

Whilst entry is at the discretion of the centre for the PDA in Technology Enhanced Learning and Teaching, it would be beneficial for candidates to have attained one or more of the following:

- ◆ Be working towards or have completed a teaching Qualification, a Professional Development Award for teaching or a professional training qualification or have some knowledge and experience of learning, teaching and assessment.
- ◆ Have competence of ICT at SCQF level 5 or higher eg PC Passport SCQF level 5
- ◆ Have developed Core Skills at SCQF level 5 in Information and Communication Technology and Problem Solving
- ◆ Candidates might also consider undertaking the introductory stand-alone Unit, 'F9XV 34 — Technology Enhanced Learning and Teaching: An Introduction' prior to undertaking the PDA.

5 Group Award structure

There are five Units within the PDA in Technology Enhanced Learning and Teaching at SCQF level 8. To achieve the PDA candidates must complete all **three** mandatory Units and **one** of the optional Units, amounting to 32 SCQF credit points.

5.1 Framework

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Mandatory Units — 24 SCQF credit points				
Developing e-learning lessons	FA53 35	8	8	1
Deliver and monitor learners' progress in an e-learning lesson	F9XX 35	8	8	1
Facilitate and assess learning	F9Y1 35	8	8	1
There are two optional Units within the PDA				
Optional Units — 8 SCQF credit points				
Collaborating using online methods	F9XW 35	8	8	1
OR				
Developing online content	F9Y0 35	8	8	1
Total credits to obtain award		32 SCQF credits		4 SQA credits

5.2 Mapping information

The PDA has been mapped to a number of National Occupational Standards (NOS). A number of these standards are directly relevant to the PDA and a summary of each of them is included below.

- ◆ The Framework for Professional Recognition (2007) and the Standard for Chartered Teacher (2009) have been mapped to the Units contained within the PDA. The full standards can be found at:
<http://www.gtcs.org.uk/ProfessionalDevelopment/ProfessionalDevelopment.aspx>
- ◆ The Learning and Skills E-Learning framework provides topics that should be understood by a number of different functional roles including Practitioners, Developers, Advisor (Internet/External) and Strategist/Leaders. Core, Potential and Broadening competencies have been mapped to the Units contained within the PDA.
- ◆ Further linkage was also carried out between the European Pedagogical ICT License (EPICT) which is a similar suite of Units offered by:
<http://www.epict.org>
- ◆ The NOS for Learning Delivery for Teachers, Tutors and Trainers (2009) is the latest standard for learning delivery and the key competencies have been mapped to the Units contained within the PDA. The full standard can be found at:
http://www.lluk.org/documents/professional_standards_for_itts_020107.pdf

5.3 Core Skills

There are no Core Skills embedded in this PDA, however there are opportunities to develop the Core Skills of *Information and Communication Technology* and *Problem Solving*. A Core Skills signposting is included within Appendix 1.

6 Approaches to delivery and assessment

The PDA in Technology Enhanced Learning and Teaching at SCQF level 8 contains three mandatory Units and two optional Units (only one needs to be undertaken from the optional Units) and there is no specific order for undertaking the Units.

Each Unit is a notional 40 hours of learning and has been designed as stand-alone Units although there may be opportunities for integration of assessment between Units; however no recommendation is offered here. The Units may be taught sequentially or in parallel (or a combination of these).

Each mandatory Unit within the PDA will enable candidates to develop the skills and knowledge to use a range of e-learning resources integrating the use of ICT in the delivery of learning, teaching and learner engagement. Candidates will meet the needs of learners who expect to use e-learning as part of their learning experience.

Candidates who do not have an accredited qualification in Information Technology at SCQF level 5, eg PC Passport (Intermediate 2) or ECDL (European Computer Driving License), should, as a pre-requisite be able to use the following:

Hardware
Personal computer/laptop
Printer/Scanner*
Data Projector
Digital Camera/webcam/handheld camcorder*
Portable media devices/microphone*
Network and Portable Storage Media
Software
Use a word-processing package
Use a spreadsheet package
Use a presentation package
Use basic file handling techniques (create/open/save/print)
Use appropriate techniques to handle, organise and retrieve files (delete/drag/folders)
Use editing techniques to produce complex information (format/images/tables)
Combine elements from different application software (copy/paste/insert/import)
Use tools to check entries (spell-check/formulae)
Use the internet to search for electronic resources
Send and receive e-mail

* *Recommended but not essential*

Centres may choose to offer this PDA as full-time, part-time, or through an open or distance learning mode of delivery. There are no obvious barriers or recommendations to delivering this PDA in either full-time or open learning mode of delivery. Each Unit specification provides guidance on entry.

All Units are practical in nature and take a holistic approach to assessment. Candidates achieving this award will gain valuable knowledge and skills in using technology enhanced learning techniques to engage with learners in the classroom and beyond, encouraging them to participate in their own learning and develop as confident individuals. Candidates will develop the knowledge and skills to support them in new curriculum initiatives such as Curriculum for Excellence and within learning environments e.g Glow.

Sequencing of delivery and assessment is at the discretion of the centre, however, the following is provided for guidance. Where possible, centres should adopt a holistic approach to delivery and assessment within each Unit and also explore opportunities for integrating assessments across the PDA.

As the evidence generated must be from the candidate's actual work with learners in a learning environment, it is highly recommended that candidates have access to groups of learners, in their workplace where evidence to meet the outcomes for each Unit can be generated.

The award will allow for opportunities for different types of delivery by centres which might include open learning, distance learning, teacher led, or online/blended learning solutions. There may be opportunities for candidates who are in workplace environments to be assessed in the workplace by assessors from the centre.

How centres deliver the PDA and the order of the Units is at the discretion of the centre, but it is recommended that centres consider delivering the three mandatory Units first, followed by the optional Unit of choice by the candidate.

An integrated approach to assessment is recommended within the Units which constitute the PDA in Technology Enhanced Learning and Teaching. Support Notes have been produced which provide instruments of assessment, assessor checklists and guidance for making assessment decisions. In all Units it is recommended that evidence is gathered over an extended period. Support Notes for each Unit are available to download from the SQA secure site.

Candidates will require access to a range of learning technologies, hardware and software, with which to develop their skills of using e-learning in the context of learning and teaching. The resources used with learners should be interactive learning resources/materials. These might include:

- ◆ Online courses, electronic content run from a CD-Rom, e-resources developed within a managed learning environment, Internet research, and online publications

- ◆ Communication tools that candidates may use include, e-mail, discussion groups, video conferencing, Web 2.0 technologies, podcasting, vodcasting.

Candidates are encouraged to share best practice in the delivery of learning and it would be useful to have examples of learning resources demonstrating good practice in applying universal design concepts.

7 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within this Group Award should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk).

8 General information for candidates

Welcome to the new Professional Development Award (PDA) in Technology Enhanced Learning and Teaching at SCQF level 8. The overall aim of this award is to offer you continuing professional development (CPD) to enable you to use a range of e-learning resources within your delivery approach.

The PDA will be relevant to you if you are a Teacher, Lecturer in the Further Education Sector, Tutor, Trainer or a member of staff involved in the teaching, coaching and mentoring of learners, which may include formal and informal learning.

You will develop the following knowledge and skills by undertaking this PDA:

- ◆ Identifying a range of e-resources that can be used to develop an e-learning lesson for delivery to one or more groups of learners
- ◆ Creating lessons plans with agreed outcomes for learners undertaking the e-learning lessons incorporating a wide range of teaching and learning activities using e-resources
- ◆ Instructing learners in the appropriate use of e-resources in regard to copyright, health and safety and legal requirements
- ◆ Instructing learners how to communicate effectively and safely online with other users using e-learning communities

- ◆ Using the feedback from learner's to review your use of e-resources to meet curriculum objectives
- ◆ Using assessment information to guide learners, track learner progress and help learners improve their skills
- ◆ Become a reflective practitioner, willing to share good practice in the use of new technologies

There are three mandatory Units within this PDA award and two optional Units. In order to achieve the award you must successfully complete each of the three mandatory Units and one optional Unit of your choice.

Each of the Units is assessed individually, although your centre/tutor may combine the assessments over the Units. You will be expected to submit a fully referenced portfolio of evidence covering the outcomes in each Unit for assessment.

It is therefore highly recommended that you have access to groups of learners in your workplace where evidence to meet the outcomes for each Unit can be generated.

You will also require access to a range of learning technologies, hardware and software, with which to develop your skills of using e-learning in the context of learning and teaching. The resources used with learners should be interactive learning resources/materials.

Your chosen centre will advise you of their delivery and assessment arrangements.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

10 Appendices

Appendix 1: Core Skills Mapping

Appendix 1 — Core Skills mapping

Core skills of *Information and Communication Technology and Problem Solving* mapped to Unit outcomes and knowledge & skills.

Core Skill SCQF level 6 Information and Communication Technology: Accessing Information			PDA Technology Enhanced Learning and Teaching	
General skills	Specific Skills	Further information	Unit/Outcomes	Knowledge & skills
Use ICT independently to carry out complex searches across a range of tasks.	<p>Use a range of ICT equipment, observing security procedures</p> <p>Carry out complex searches for information</p> <p>Evaluate reliability of information using given criteria</p>	<p>Select and launch appropriate software to perform a range of tasks</p> <p>Keep data secure and well managed — eg by using passwords, using virus protection software, backing-up data, maintaining personal file area</p> <p>Carry out complex searches for information within given parameters — eg date, format, level</p> <p>Present information in an appropriate mode — eg display on screen, print out, play audio file evaluate fitness for purpose of information obtained through search strategy.</p>	<p>Developing e-learning lessons (M)</p> <p>Identify the requirements for creating e-learning lessons for learners</p> <p>Deliver and Monitor learners' progress in an e-learning lesson (M)</p> <p>Use a range of e-resources to deliver and facilitate an e-learning lesson to learners</p>	<p>Identify a range of e-resources that can be used to develop learning strategies for learners</p> <p>Identify opportunities for supporting individual learner's or groups of learners electronically</p> <p>Identify scenarios where e-learning resources could support teaching and learning</p> <p>Ensure the e-learning environment complies with copyright and licensing agreements</p> <p>Identify technical and other requirements needed to use a small range of e-resources</p> <p>Guide learners in the appropriate use of electronic resources in regard to copyright, health and safety and legal requirements</p>

Core Skill SCQF level 6 Information and Communication Technology: Providing/Creating Information			PDA Technology Enhanced Learning and Teaching	
General skills	Specific Skills	Further information	Unit/Outcomes	Knowledge & skills
Use ICT independently to carry out a range of processing tasks.	<p>Use a range of ICT equipment, observing security procedures and needs of other users</p> <p>Resolve simple hardware or software problems</p> <p>Use software in unfamiliar contexts</p> <p>Evaluate information</p> <p>Present findings in an appropriate format</p>	<p>select and launch appropriate software to perform complex tasks</p> <p>keep data secure and well managed — eg by using passwords, using virus protection software, backing-up data, maintaining personal file area, etc</p> <p>present information in an appropriate mode — eg display on screen, print out, play audio file</p> <p>evaluate information against chosen criteria</p>	<p>Facilitate and Assess Learning (M)</p> <p>Implement a plan to facilitate and assess learning using e-resources</p> <p>Assess learning and provide feedback to learners</p>	<p>Use a wide range of teaching and learning activities which involve e-resources</p> <p>Use e-learning resources to present information and new ideas</p> <p>Improve the information literacy skills of learners</p> <p>Identify ways of seeking, responding to and giving feedback to learners using e-resources</p> <p>Be aware of relevant legislation on using e-resources</p> <p>Be a reflective practitioner</p> <p>Ensure data protection policies and procedures are met in regard to confidentiality of the learners' progress</p> <p>Use assessment information to guide learners, track learner progress and help learners improve their skills</p>

Core Skill SCQF level 6 Problem Solving: Critical Thinking			PDA Technology Enhanced Learning and Teaching	
General skills	Specific Skills	General skills	Unit/Outcomes	Knowledge & Skills
Analyse a complex situation or issue.	<p>Identify the factors involved in the situation or issue</p> <p>Assess the relevance of these factors to the situation or issue</p> <p>Develop and justify an approach to deal with the situation or issue</p>	Candidates will deal with a situation or issue where variables may be complex or unfamiliar, relationships need to be clarified and the context may be unfamiliar	<p>Collaborating using online methods (O)</p> <p>Develop an online teaching and learning methodology</p> <p>Use appropriate e-resources to facilitate and manage online learning</p>	<p>Produce a learning programme and support strategy to facilitate online peer and group activities</p> <p>Implement the learning programme in a specified area of online teaching and learning</p> <p>Create an online support strategy for supporting and communicating with online learners</p> <p>Monitor and facilitate the development of an online learning community</p> <p>Evaluate the role of the teacher facilitating the online community</p>

Core Skill SCQF level 6 Problem Solving: Planning & Organising			PDA Technology Enhanced Learning and Teaching	
General skills	Specific Skills	General skills	Unit/Outcomes	Knowledge & Skills
Plan, organise, and complete a complex task.	<p>Develop a plan</p> <p>Identify and obtain resources to carry out the plan</p> <p>Carry out the task</p>	Candidates should be dealing with a task with a large number of variables in an unfamiliar context where relationships may be unfamiliar.	<p>Collaborating using online methods (O)</p> <p>Provide online support to learners'</p>	<p>Investigate tools that could be used to assess learners' level of knowledge, skills and competency in an online community</p> <p>Provide learners' with appropriate online information and support</p> <p>Evaluate the online community in helping learners' meet the learning objectives</p> <p>Identify a range of appropriate strategies and techniques to help learners' develop the knowledge and skills they need to use e-resources</p>

Core Skill SCQF level 6 Problem Solving: Reviewing & Evaluating			PDA Technology Enhanced Learning and Teaching	
General skills	Specific Skills	General skills	Unit/Outcomes	Knowledge & Skills
Review and evaluate a complex problem solving activity.	<p>Evaluate the effectiveness of the strategy/strategies</p> <p>Identify and gather appropriate evidence</p> <p>Draw conclusions and make recommendations</p>	Candidates will be dealing with an activity where the factors involved may be numerous, complex or unfamiliar, where relationships need to be clarified and where the task management itself is complex.	<p>Developing online content (O)</p> <p>Identify content development tools and plan e-materials development</p> <p>Evaluate effectiveness of developed e-learning materials</p>	<p>Review e-learning materials and tools against learning outcome requirements</p> <p>Create evaluation criteria and an evaluation system to gather information of the designed e-learning materials to evaluate their effectiveness against specified learning outcomes</p> <p>Evaluate designed e-learning materials against evaluation criteria</p> <p>Review evaluation results against learning programme and share best practice with colleagues</p>