

all you need to know.

Qualification Specification

NCFE Level 4 Award for Technology
Enabled Educators (601/4775/1)

Issue 2 December 2017

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Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 4 Award for Technology Enabled Educators.

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on our website www.ncfe.org.uk.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 4 Award for Technology Enabled Educators.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/4775/1.

The use of technology in teaching and learning isn't new. However, there's an emerging national requirement for the wider use of technology as recognised by the work of the Further Education Learning Technology Action Group (FELTAG).

Commenting on FELTAG's work, the government noted in regard to the capability and capacity of the further education workforce 'The entire workforce has to be brought up to speed to fully understand the potential of learning technology.' (Government Response to the Recommendations from the Further Education Learning Technology Action Group (FELTAG), June 2014, Department for Business Innovation and Skills).

This qualification has been developed to support the continuing professional development of school and college educators, training providers, and commercial trainers to use technology in ways which inspire their learners and to enable them to embed technology effectively in the learning process. This qualification will help support staff keep up to date with new trends in technology and raise their confidence in the effective use of technology in learning.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Things you need to know

- Qualification number (QN): 601/4775/1
- Aim reference: 60147751
- Total qualification time (TQT): 110
- Guided learning hours (GLH): 92
- Credit value: 11
- Level: 4
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

Aims and objectives of this qualification

This qualification aims to:

- allow practitioners to view digital literacy and learning technology in the context of their educational setting
- develop practitioners' awareness of digital pedagogy and the theories behind digital literacy development
- allow practitioners to apply their knowledge of learning technologies and pedagogy to plan a module of curriculum using learning technologies
- allow practitioners to apply their knowledge of learning technologies and pedagogy to design, implement, deliver, and evaluate a session using learning technology.

The objective of this qualification is to:

- support the continuing professional development of school and college educators, training providers and commercial trainers to use technology in ways which inspire their learners and enable them to embed technology effectively in the learning process.
-

Entry guidance

This qualification is designed to support school and college educators and private and commercial trainers interested in using technology to deliver or support learning.

Learners will need to be in a teaching or training role and have achieved a relevant teaching or training qualification (ideally a Level 3 Certificate or above).

Entry is at the discretion of the centre. However, learners should be aged 19 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy, and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded the NCFE Level 4 Award for Technology Enabled Educators, learners are required to successfully complete **4** mandatory units.

This qualification consists of **4** mandatory units:

- Unit 01 Learning technology in the context of teaching and learning (2 credits)
- Unit 02 Developing digital skills and a learning technology toolkit (4 credits)
- Unit 03 Curriculum planning for the use of learning technologies (2 credits)
- Unit 04 Curriculum delivery using learning technology (3 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 3 (page 18).

To achieve the NCFE Level 4 Award for Technology Enabled Educators, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 5 Diploma in Education and Training
 - University Certificates or Diplomas in Learning Technology
 - University Certificates or Diplomas in Computing
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Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications <https://register.ofqual.gov.uk> and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Resource requirements

Learners will need to be able to access a range of suitable learning technologies and resources, including hardware and software to support them in meeting the requirements of this qualification.

There are no specific resource requirements for this qualification.

Support for learners

Learner's Evidence Tracking Log (LETL)

This document can help learners keep track of their work. We provide a blank LETL template which can be downloaded free of charge from the qualification page on our website www.ncfe.org.uk. You don't have to use the LETL template – you can devise your own evidence-tracking document instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
 - advice on support mechanisms for learners who are experiencing difficulties with their studies
 - a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.
-

Support for centres

There are a number of documents available on our website that centres might find useful. These are linked below:

- www.ncfe.org.uk/resources/course-file-documents
 - www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas.
-

Qualification Support Packs

NCFE offers free Qualification Support Packs (QSPs) for many of our qualifications.

QSPs are a free resource that Tutors can use when planning and delivering an NCFE qualification. Within a QSP, Tutors will find a Scheme of Work, PowerPoint presentation and a wide range of tasks and worksheets to help learners consolidate their knowledge.

QSPs are not intended to provide full coverage of learning outcomes and assessment criteria, but the content is mapped to the qualification to ensure it is relevant and useful. If you would like to learn more, or to see which qualifications have QSPs then please visit www.ncfe.org.uk/resources/ncfe-resources/qualification-support-packs

This qualification does not yet have a QSP.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers - including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on our website here: www.ncfe.org.uk/centre-information/working-with-ncfe/policies-and-regulations.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

This document is published in the spring for the forthcoming academic year.

Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of qualifications:

- Association for Learning Technology: www.alt.ac.uk
- Creative Commons: <http://creativecommons.org>
- Jisc: www.jisc.ac.uk
- Jisc infoNet: <http://www.jiscinfonet.ac.uk/infokits/digital-literacies/>
- Jorum: www.jorum.ac.uk
- Research in Learning Technology: <http://www.researchinlearningtechnology.net>

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Information and Communication Technology skills

Section 4 (page 46) shows how the units of this qualification relate to the skills above.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

Mapping to Professional Standards

This qualification has been mapped against the relevant Professional Standards for Teachers and Trainers in Education and Training – England. More detailed mapping is provided in Section 5 (page 48).

Section 2

Assessment and moderation

Assessment and moderation

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 4 Award for Technology Enabled Educators is internally assessed.

Internal assessment

Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 3 (page 18).

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- learner's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

You will also find a variety of assessment and moderation pro-formas here: www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas.

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Centre Support Guide.

Section 3

Structure and content

Structure and content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- credit value
- level
- whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment)

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about this qualification please contact our Research and Product Development team on 0191 239 8000.

Unit summaries

Unit 01 Learning technology in the context of teaching and learning (R/506/7642)

The aim of this unit is for learners to understand the different forms of technology which are appropriate for use within teaching and learning, and explore their impact. It will also help learners explore the barriers to using technology, overcoming these and determining personal development needs.

Guided learning hours: 18

Credit value: 2

Level: 4

This unit is **mandatory**

Unit 02 Developing digital skills and a learning technology toolkit (Y/506/7643)

The aim of this unit is to develop awareness and skills of using emerging and unfamiliar technologies, and understand relevant pedagogies for online and blended learning. It will also help learners develop their knowledge of the social media, communication technology, and open educational resources (OER) which are available and appropriate within their own area. It will also allow learners to explore their existing digital skills and plan for future professional development.

Guided learning hours: 30

Credit value: 4

Level: 4

This unit is **mandatory**

Unit summaries (cont'd)

Unit 03 Curriculum planning for the use of learning technologies (H/506/7645)

The aim of this unit is to develop learners' skills in planning for the use of learning technologies, blended learning and online learning within their own setting, explore suitable curriculum areas for conversion, and identify strategies and resources that could be used. It will also help learners explore the value of working collaboratively with colleagues during the design process.

Guided learning hours: 20

Credit value: 2

Level: 4

This unit is **mandatory**

Unit 04 Curriculum delivery using learning technology (D/506/7644)

The aim of this unit is to develop skills by applying their knowledge of learning technologies, blended, or online learning within their own delivery and assessment of learning. It will help learners to understand their own learners' needs and safety, resources, infrastructure and learning space. It will also help learners develop their skills in collaborative working practices and be able to promote and enable the wider use of technology in the sector.

Guided learning hours: 24

Credit value: 3

Level: 4

This unit is **mandatory**

Unit 01 Learning technology in the context of teaching and learning (R/506/7642)

The learner will:

- 1 Understand the different forms of technology that can be used in a teaching and learning environment

The learner can:

- 1.1 Review the **range** of learning technologies that can be used in teaching and learning
 - 1.2 Identify those that have the potential for use in your own specialist area
 - 1.3 Explain how identified technologies can be used in own specialist area
 - 1.4 Explain how own institution's technology strategy establishes boundaries for technology use
-

The learner will:

- 2 Be able to determine own personal development needs to meet the skillset of the digitally literate practitioner

The learner can:

- 2.1 Analyse the **key skillset** required by the digitally literate teacher
 - 2.2 Assess own digital literacy skills against a current **digital literacy framework**
 - 2.3 Analyse the impact of confidence and self-efficacy upon own digital literacy development
 - 2.4 Assess ways to incorporate own personal technology use into classroom practice
 - 2.5 Critically assess the personal, cultural and organisational barriers to own and other practitioners' digital literacy development and learning technology use
 - 2.6 Produce a digital development action plan to develop own skills and practice in use of learning technologies
-

Unit 01 Learning technology in the context of teaching and learning (R/506/7642) (cont'd)

The learner will:

- 3 Be able to identify the impacts of the use of technology on teaching and learning

The learner can:

- 3.1 Critically assess the impact of learning technology on learner experience and performance
 - 3.2 Analyse the impact of learning technology on organisational development
 - 3.3 Analyse the impact of learning technology on a range of different subject areas
 - 3.4 Evaluate the impact of learning technology on the identity, role and performance of the practitioner
-

The learner will:

- 4 Understand the impact of digital literacy on the learner journey

The learner can:

- 4.1 Critically assess the technology skillset desired by an employer
 - 4.2 Identify the **assumptions** made about the use of technology by different types of learners
 - 4.3 Evaluate the key digital literacy skills to be developed in learners during a programme of study
 - 4.4 Analyse the potential **barriers** to learners' digital literacy development
 - 4.5 Identify ways of addressing barriers to developing learners' digital literacy development
-

Unit 01 Learning technology in the context of teaching and learning (R/506/7642) (cont'd)

Guidance for developing assessment

- 1.1 **range** - a minimum of three should be covered
 - 2.1 **key skillset** - taking into consideration the Minimum Core (addressing literacy, language, numeracy and ICT needs in education and training: defining the minimum core of teachers knowledge, understanding and personal skills) and Professional Standards (Professional Standards for Teachers and Trainers in Education and Training – England)
 - 2.2 **digital literacy framework** eg that by Beetham & Sharpe
 - 4.2 **assumptions** eg that all young learners are competent in all aspects of technology use
 - 4.4 **barriers** eg personal, social, economic, accessibility, organisational
-

Unit 01 Learning technology in the context of teaching and learning (R/506/7642) (cont'd)

Assessment guidance

Types of evidence: individual notes or learner report

Assessment criteria: 1.1–1.4

Additional information: learners could conduct research on the range of technologies that can be used in teaching and learning, identifying which could potentially be used within their own area, and why and how their own institution's technology strategy establishes boundaries for technology use. Findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

Type of evidence: assignment

Assessment criteria: 2.1–2.5, 4.1

Additional information: learners could investigate the key skillset required by the digitally literate teacher and desired by an employer, assessing their own skills against current frameworks, the impact of confidence and self-efficacy upon own development, and ways to incorporate personal technology use into practice. Learners could also assess the barriers to their own and others digital literacy development, and they can use their findings in an assignment. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

Unit 01 Learning technology in the context of teaching and learning (R/506/7642) (cont'd)

Assessment guidance (cont'd)

Type of evidence: personal digital development action plan

Assessment criteria: 2.6

Additional information: learners could investigate areas for developing their own skills and practice in the use of learning technologies. They can use their findings in an individual action plan. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

Types of evidence: individual notes or learner report

Assessment criteria: 3.1–3.4

Additional information: learners could conduct research on the impact of learning technology on learner experience and performance, organisational development, and a range of different subject areas. Learners could also evaluate the impact of learning technology on the identity, role and performance of the practitioner. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

Type of evidence: assignment

Assessment criteria: 4.2–4.5

Additional information: learners could investigate the assumptions made about the use of technology by different types of learners and evaluate the key digital literacy skills to be developed in learners. Learners could also investigate potential barriers to learners developing digital literacy and ways of addressing the barriers. They can use their findings in an assignment. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

Unit 01 Learning technology in the context of teaching and learning (R/506/7642) (cont'd)

Assessment guidance (cont'd)

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 02 Developing digital skills and a learning technology toolkit (Y/506/7643)

The learner will:

- 1 Be able to experiment with a range of unfamiliar technologies for teaching and learning

The learner can:

- 1.1 Use a range of **unfamiliar** technologies for teaching and learning
 - 1.2 Critically evaluate the technologies used to determine which could be trialled within own teaching
-

The learner will:

- 2 Understand a range of relevant pedagogies for online and blended learning appropriate for own specialist area

The learner can:

- 2.1 Critically analyse a range of learning theories and strategies used in online and blended learning
 - 2.2 Critically evaluate a number of pedagogies with respect to their use in own practice
 - 2.3 Evaluate own digital skillset to identify pedagogical development needs
-

The learner will:

- 3 Understand a range of relevant strategies and tools to support learning technology use and digital literacy development

The learner can:

- 3.1 Evaluate a range of support strategies which may be employed to aid learning technology use and digital literacy
 - 3.2 Evaluate a range of tools which may be employed to aid learning technology use and digital literacy development
-

Unit 02 Developing digital skills and a learning technology toolkit (Y/506/7643) (cont'd)

The learner will:

- 4 Understand the learning and communication technologies and resources, relevant to own specialist area

The learner can:

- 4.1 Analyse the use of social media and communication technologies for teaching and learning in own specialist area
 - 4.2 Define what is meant by 'Open Educational Resources' (OER)
 - 4.3 Investigate a range of available OER
 - 4.4 Describe ways to use OER in own specialist area
 - 4.5 Analyse the impact of **copyright** restrictions on the use of online resources
-

The learner will:

- 5 Know the most relevant and inclusive learning technologies for use in own specialist area

The learner can:

- 5.1 Analyse the appropriateness of different learning technologies for use with a range of learner groups
 - 5.2 Critically **evaluate** the range of assistive and adaptive tools and technologies available
-

Unit 02 Developing digital skills and a learning technology toolkit (Y/506/7643) (cont'd)

The learner will:

- 6 Be able to plan professional development based upon a learning technology knowledge and digital literacy audit

The learner can:

- 6.1 Evaluate own learning technology use and experience considering the needs of:
 - self
 - own learners
 - own organisation
 - 6.2 Plan own digital development to reflect the evaluation of own use and experience of learning technologies in teaching and learning
 - 6.3 Evaluate opportunities for collaborative working with peers for own digital literacy and learning technology skills development
 - 6.4 Develop a strategy for collaborative working with peers to enhance own digital literacy and learning technology skills
-

Unit 02 Developing digital skills and a learning technology toolkit (Y/506/7643) (cont'd)

Guidance for developing assessment

- 1.1 **unfamiliar** means those which are not in day-to-day use on a personal or professional basis
 - 4.5 **copyright** should include the use of Creative Commons licenses
 - 5.2 **evaluate** to include the consideration of access and inclusion factors for learners
-

Unit 02 Developing digital skills and a learning technology toolkit (Y/506/7643) (cont'd)

Assessment guidance

Types of evidence: reflective account

Assessment criteria: 1.1, 1.2, 5.1, 5.2

Additional information: learners should consider a range of unfamiliar technologies available, including assistive and adaptive tools and technologies for teaching and learning, and evaluate these to determine which could be trialled within their own practice. Learners could also analyse the appropriateness of these learning technologies for use with a range of learner groups. This should be clearly linked to the assessment criteria.

Type of evidence: assignment

Assessment criteria: 2.1–2.3

Additional information: learners could investigate a range of learning theories and strategies used in online and blended learning, evaluating a number of pedagogies they use in their own practice and evaluate these against their own digital skillset to identify pedagogical development needs. They can use their findings in an assignment. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

Type of evidence: reflective skill audit

Assessment criteria: 3.1, 3.2

Additional information: learners should consider the range of support strategies and tools which may be employed to aid learning technology use and digital literacy. This should be clearly linked to the assessment criteria.

Unit 02 Developing digital skills and a learning technology toolkit (Y/506/7643) (cont'd)

Assessment guidance (cont'd)

Types of evidence: individual notes or learner report

Assessment criteria: 4.1–4.5

Additional information: learners could conduct research on the use and range of social media, communications technologies and open educational resources (OER) available and analyse how these could be used within their own area. Learners should also consider the impact of copyright restrictions in relation to this. The findings could be presented in a learner report. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

Type of evidence: personal development action plan

Assessment criteria: 6.1, 6.2

Additional information: learners could evaluate their own learning technology use and experience to identify development opportunities. They can use their findings in an individual action plan. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

Type of evidence: management report

Assessment criteria: 6.3, 6.4

Additional information: learners could investigate opportunities for collaborative working with peers for own skills development and develop a strategy for collaborative working to enhance their own digital literacy and learning technology skills. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

Unit 02 Developing digital skills and a learning technology toolkit (Y/506/7643) (cont'd)

Assessment guidance (cont'd)

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 03 Curriculum planning for the use of learning technologies (H/506/7645)

The learner will:

- 1 Be able to identify appropriate areas of own specialist curriculum which can be delivered inclusively using learning technologies, blended or online learning

The learner can:

- 1.1 Identify an area and level of own specialist curriculum to be developed to include learning technologies or to be converted to blended or online delivery
 - 1.2 Justify the **choice** of curriculum area to be converted to blended or online learning
 - 1.3 Justify the choice of outcomes to be delivered via blended or online delivery
-

The learner will:

- 2 Be able to specify a range of technology-based learning and assessment activities and resources to meet identified outcomes and needs

The learner can:

- 2.1 Produce a session plan for use in digital, blended or online delivery to include identification of appropriate pedagogies
 - 2.2 Justify the range of strategies and learning activities which can be used in the achievement of the learning outcomes identified
 - 2.3 Justify the range of digital learning resources and assessment tools that could be used to support the delivery and achievement of the learning outcomes identified
 - 2.4 Evaluate a number of assistive technologies which may be used to support identified learners in achieving specific learning outcomes
 - 2.5 Identify relevant strategies for use to facilitate and motivate learners
-

Unit 03 Curriculum planning for the use of learning technologies (H/506/7645) (cont'd)

The learner will:

- 3 Be able to demonstrate collaborative working practices to support and critically evaluate the design process

The learner can:

- 3.1 Collaborate with a network of other practitioners during the session design process
 - 3.2 Conduct a peer review of own session plan
 - 3.3 Explain the value of collaboration during all stages of the design processes
 - 3.4 Amend the session plan based on own reflections and peer review
-

Unit 03 Curriculum planning for the use of learning technologies (H/506/7645) (cont'd)

Guidance for developing assessment

- 1.2 **choice** to include consideration of inclusive practice, how learner's needs are met, and safe online practice
-

Unit 03 Curriculum planning for the use of learning technologies (H/506/7645) (cont'd)

Assessment guidance

Types of evidence: assignment

Assessment criteria: 1.1–1.3

Additional information: learners could identify an area and level of their own curriculum to be developed to include learning technologies, or to be converted to blended or online learning and justify their choices. They can use their findings in an assignment. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

Type of evidence: individual notes or learner report

Assessment criteria: 2.1–2.5

Additional information: learners must produce a digital, blended or online session plan which identifies appropriate pedagogies and a number of assistive technologies which may be used to support achievement of learning outcomes. Learners can justify the range of strategies and digital learning resources identified as well as strategies to facilitate and motivate learners. Evidence of the planning process could include storyboards, flowcharts, annotated sketches or printouts or other suitable graphical evidence to supplement written evidence. The findings could be presented in a learner report with supporting documentation of the planning process. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

Unit 03 Curriculum planning for the use of learning technologies (H/506/7645) (cont'd)

Assessment guidance (cont'd)

Type of evidence: observation

Assessment criteria: 3.1, 3.2, 3.4

Additional information: observation of practice/activities supported by witness testimony. The witness testimony could be prepared by the learner's line manager, supervisor or Assessor. It should be an objective account of what the learner has done and must provide sufficient detail to confirm that the learner has met the assessment criteria. Supplementary evidence may include, for example, notes of email or other communications, minutes of meetings or other annotated evidence of their input into group-generated activities such as reports or reviews.

Type of evidence: individual notes from a small group discussion

Assessment criteria: 3.3, 3.4

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners must also produce an amended session plan.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 04 Curriculum delivery using learning technology (D/506/7644)

The learner will:

- 1 Be able to develop a learning session in own specialist curriculum to be delivered using learning technologies, blended or online learning strategies

The learner can:

- 1.1 Specify outcomes for an appropriate session or online delivery
 - 1.2 Create a design specification suitable for use by self, a fellow practitioner or learning technology designer
 - 1.3 Explain how the design shows consideration of **learners' needs**
 - 1.4 Explain how the design shows consideration of learner safeguarding and online safety
 - 1.5 Specify the benefits to the learners of using the technology
-

The learner will:

- 2 Be able to use a range of learning and assessment activities and resources which meet the outcomes identified

The learner can:

- 2.1 Use a learning technology or learning platform to develop a range of learning activities for the achievement of the learning outcomes identified
 - 2.2 Use a range of digital learning resources to support the delivery of the learning outcomes identified including the use of Open Educational Resources
 - 2.3 Use a range of assessment tools and methods in the measurement of achievement of the learning outcomes identified
 - 2.4 Specify typical infrastructure and learning space **requirements**
 - 2.5 Deliver a session using learning technologies or online learning
-

Unit 04 Curriculum delivery using learning technology (D/506/7644) (cont'd)

The learner will:

- 3 Be able to use collaborative working practices to support the design process

The learner can:

- 3.1 Collaborate with other practitioners and technical support staff during the curriculum design and evaluation process
 - 3.2 Critically **evaluate the design** and its implementation using feedback from learners and other appropriate stakeholders
 - 3.3 Propose **future refinements** to the design and implementation of the learning activity
-

The learner will:

- 4 Be able to promote and enable the wider use of learning technology in the sector

The learner can:

- 4.1 Identify ways to support practitioners to use technology in teaching and learning
 - 4.2 Critically assess the barriers to learning technology use and development in own organisation
 - 4.3 Advocate the benefits of learning technology use
 - 4.4 Provide opportunities to share own skills and knowledge in learning technology use with others
 - 4.5 Assess ways to gain 'buy-in' for the use of technology with key stakeholders in own organisation
-

Unit 04 Curriculum delivery using learning technology (D/506/7644) (cont'd)

Guidance for developing assessment

- 1.3 **learners' needs** eg in relation to the technologies chosen the blend of delivery methods, functionality, and navigation
 - 2.4 **requirements** to include consideration of bring your own device (BYOD) strategies
 - 3.2 **evaluate the design** to include an assessment of blend proportions
 - 3.3 **future refinements** to include consideration of access, inclusion, and online safety factors
-

Unit 04 Curriculum delivery using learning technology (D/506/7644) (cont'd)

Assessment guidance

Type of evidence: individual notes or learner report

Assessment criteria: 1.1–1.5, 2.4

Additional information: learners must specify outcomes for an appropriate session or online delivery and create a design specification, explaining how the design shows consideration of the learners needs, safeguarding and online safety, and the benefits to learners of using technology. Learners must also specify typical infrastructure and learning space requirements. The findings could be presented in a learner report with supporting documentation of the planning process for example, session plans, storyboards, flowcharts, annotated sketches or printouts or other suitable graphical evidence to support written evidence. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

Type of evidence: observation

Assessment criteria: 2.1–2.3, 2.5

Additional information: observation of practice/activities supported by witness testimony. The witness testimony could be prepared by the learner's line manager, supervisor or Assessor. It should be an objective account of what the learner has done and must provide sufficient detail to confirm that the learner has met the assessment criteria.

This could be, for example, a recorded walk-through of the solutions in operation.

Unit 04 Curriculum delivery using learning technology (D/506/7644) (cont'd)

Assessment guidance (cont'd)

Type of evidence: individual notes from a small group discussion

Assessment criteria: 3.1–3.3

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners must produce an amended session plan. Supplementary evidence may include, for example, notes of email or other communications, minutes of meetings or other annotated evidence of their input into group-generated activities, supports or reviews.

Type of evidence: assignment

Assessment criteria: 4.1, 4.2, 4.5

Additional information: learners must identify ways to promote and enable the wider use of technology, including support for practitioners, barriers within their own setting and assessing ways to gain 'buy-in' for the use of technology. They can use their findings in an assignment. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

Type of evidence: observation

Assessment criteria: 4.3, 4.4

Additional information: observation of practice/activities supported by witness testimony. The witness testimony could be prepared by the learner's line manager, supervisor or Assessor. It should be an objective account of what the learner has done and must provide sufficient detail to confirm that the learner has met the assessment criteria.

**Unit 04 Curriculum delivery using learning technology
(D/506/7644) (cont'd)**

Assessment guidance (cont'd)

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Section 4

Links to National Skills Standards

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

The mapping is only at the level of the unit.

English

All units

Mathematics

There are no specific opportunities to develop this skill

ICT

All units

For further information please contact a member of the Research and Product Development team.

Section 5

Links to Professional Standards

Links to Professional Standards

We've mapped this qualification against the Professional Standards for Teachers and Trainers in Education and Training – England.

The units in this qualification support aspects of the following standards:

No.	Professional Standard
1.	Reflect on what works best in your teaching and learning to meet the diverse needs of learners
4.	Be creative and innovative in selecting and adapting strategies to help learners to learn
9.	Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence
10.	Evaluate your practice with others and assess its impact on learning
15.	Promote the benefits of technology and support learners in its use
20.	Contribute to organisational development and quality improvement through collaboration with others

Section 6

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our website:
www.ncfe.org.uk/centre-information/working-with-ncfe/policies-and-regulations.

Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

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