



Ascentis Level 4 Award in Digital Learning for Educators Specification

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ASCENTIS' MISSION STATEMENT

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS LEVEL 4 AWARD IN DIGITAL LEARNING FOR EDUCATORS

Introduction

The Level 4 Award in Digital Learning for Educators will introduce educators to the various learning technologies available. This qualification will also show educators how to plan the curriculum to incorporate learning technologies into their teaching and enable them to become digitally literate. This qualification is part of our suite of Digital Learning Design qualifications which have been developed to enable educators to fulfil the requirements of the Further Education Learning Technology Action Group (FELTAG) report.

There are several features of this qualification that make it very appropriate for its target learners:

- Unit certification is available for each of the units
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- Can be delivered either as a classroom-based course or as a blended learning programme
- Evidence can be generated within a wide range of organisational contexts allowing the qualification to meet the specific occupational requirements of the learners.

Aims

The aims of the qualification are to enable learners

- 1 To use learning technology in curriculum delivery
- 2 To plan the curriculum to incorporate the use of learning technologies
- 3 To develop a learning technology toolkit
- 4 To determine own personal development needs

Target Group

This qualification is aimed at a range of learners, including

- Learners who are currently employed as teachers/lecturers who wish to undertake training in this area as Continuing Professional Development (CPD)

Ofqual Qualification Number 601/5127/4

Rationale for the Rules of Combination

To achieve the Award learners must achieve a total of 11 credits. All units are mandatory to ensure that learners gain a good understanding of the principles of digital learning, so as to enable them to apply that understanding in a wide range of organisational contexts.

Rules of Combination

Ascentis Level 4 Award in Digital Learning for Educators				
				Minimum credits 11
				Minimum credit value at level of qualification or above 11
Group A - Mandatory Units		Credit (from Group A) Mandatory Units 11		
Title	Level	Credit Value	GLH	Unit ref
Curriculum Delivery Using Learning Technology	4	3	24	Y/506/8369
Curriculum Planning for the Use of Learning Technologies	4	2	20	R/506/8371
Developing Digital Skills and a Learning Technology Toolkit	4	4	30	T/506/8377
Learning Technology in the Context of Teaching and Learning	4	2	18	H/506/8374
Credits from equivalent Units Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				
Credits from exemptions Please contact the Ascentis office to request exemptions and ask to speak to a member of the Qualifications Development Team.				

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 92.

Total Qualification Time

The total qualification time for the Level 4 Digital Learning for Educators is 110.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately. In the case of vocational qualifications exemptions may be determined by the relevant SSC.

Recommended Prior Knowledge, Attainment and/or Experience

No previous knowledge, attainment or experience is required but it is expected that the learner will be in the role of an educator.

Age Range of Qualification

This qualification is suitable for adult learners aged 19+.

Opportunities for Progression

Candidates who have achieved the Level 4 Award in Digital Learning for Educators could progress to the Level 4 Diploma in Digital Learning Design

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the award, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence which could be paper based or digital should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are

- Lesson/session plans
- Digital Learning Resources
- Observation records
- Questions and discussions
- Photographs
- Worksheets
- Audio/Video recordings
- Self-assessments/Reflections
- Reports/Presentations
- Interactive Learning Objects

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering this qualification should be occupationally knowledgeable and competent within the areas of digital learning in which they are making assessment decisions/delivering the qualification.

Assessors must be qualified to make assessment decisions. Relevant qualifications include:

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Legacy qualifications such as A1, A2, D23, D33

Legacy qualifications remain valid providing the assessor has up to date experience of assessing and has undertaken relevant annual Continuing Professional Development.

Those delivering the qualification should hold a recognised teaching qualification such as the Level 4 Certificate in Education and Training, Level 5 Diploma in Education and Training or working towards such a qualification.

Internal Verifiers need to meet the requirements for assessors and have a knowledge of the internal verification process. Training is available from Ascentis for any one new to this role.

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UNIT SPECIFICATIONS

Curriculum Delivery Using Learning Technology

Credit Value of Unit 3

GLH of Unit 24

Level of Unit 4

Introduction

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Develop a learning session in own specialist curriculum to be delivered using digital learning	1.1	Specify outcomes for the learning session
		1.2	Create a design specification suitable for use by a digital learning 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
2	Use learning and assessment activities and resources which meet the outcomes identified	2.1	Use a learning technology to develop learning activities for the achievement of the learning outcomes identified
		2.2	Use digital learning resources to support the delivery of the learning outcomes identified including the use of Open Educational Resources
		2.3	Use assessment tools and methods in the measurement of achievement of the learning outcomes identified
		2.4	Deliver a session using digital learning
3	Promote and enable the wider use of learning technology in the sector	3.1	Identify ways to support practitioners to use technology in teaching and learning
		3.2	Critically assess the barriers to learning technology use and development in own organisation
		3.3	Advocate the benefits of learning technology use
		3.4	Provide opportunities to share own skills and knowledge in learning technology use with others
		3.5	Assess ways to gain 'buy-in' for the use of technology with key stakeholders in own organisation

Indicative Content

Developing a learning session in own specialist curriculum to be delivered using digital learning

- Measurable learning outcomes that can be linked to tasks, objectives and assessments
- Design documentation for a digital learning resource (e.g. storyboards, user story, flowcharts)
- Design documentation that shows explanation of navigation, alternative text, font-size, colour, simplifying content and other accessibility considerations
- Design documentation that shows how private data will be handled and stored, and how the use of any social media will have a reporting mechanism for inappropriate use. Notes on how learners will not be exposed to inappropriate material.

Use learning and assessment activities and resources which meet the outcomes identified

- Screenshots, screencasts, videos other media to demonstrate the use of a learning technology, with notes on how this technology relates to the learning outcomes.
- Evaluation of the use of digital learning resources (including OER and assessment tools) to support the learning outcomes. Evaluate how well the digital resources measure learner achievement.
- Reflection on the delivery of a session with learners (online or blended) in which digital learning took place.

Promote and enable the wider use of learning technology in the sector

- Identify ways to support practitioners: explore benefits and limitations of workshops, surgeries, forums, online recorded or live sessions in the organisation to support practitioners.
- Examine viewpoints from a range of stakeholders on the use of technology in the organisation (IT services, Estates, Quality, ILT team, Learning Resources, Library, Teaching) to critically assess barriers to learning technology.
- Action plan for opportunities to share knowledge and skills in learning technology across the organisation. The Action Plan should also include ways to gain 'buy in' for the use of technology with key stakeholders in the areas mentioned above.
- Reflection on the planning and delivery of a CPD event on learning technology within the organisation.

Assessment Method

Please note that this unit is assessed by a portfolio of evidence

UNIT SPECIFICATIONS

Curriculum Planning for the Use of Learning Technologies

Credit Value of Unit 2

GLH of Unit 20

Level of Unit 4

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Identify areas of own specialist curriculum which can be delivered inclusively using digital learning	1.1 Identify an area and level of own specialist curriculum to be developed to include digital learning 1.2 Justify the choice of curriculum area to be converted to digital learning 1.3 Justify the choice of outcomes to be delivered via digital learning
2 Specify technology-based learning and assessment activities and resources to meet identified outcomes and needs	2.1 Produce a session plan for use in digital learning to include identification of appropriate pedagogies 2.2 Justify strategies and learning activities which can be used in the achievement of the learning outcomes identified 2.3 Justify digital learning resources and assessment tools that could be used to support the delivery and achievement of the learning outcomes identified 2.4 Evaluate assistive technologies which may be used to support identified learners in achieving specific learning outcomes
3 Use collaborative working practices to support the design process	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

Indicative Content

Identify areas of own specialist curriculum which can be delivered inclusively using digital learning

- SWOT or other evaluative analysis of own specialist curriculum area to identify development opportunities that make use of digital learning
- Benefits and limitations of converting curriculum area to digital learning.
- Explain how the digital learning chosen to develop the curriculum meets the outcomes of the subject area.

Specify technology-based learning and assessment activities and resources to meet identified outcomes and needs

- Session plan: teaching and learning strategies, tutor activities, learner activities, assessment methods, digital resources, strategies for differentiation.
- Ways of adapting the session plan to meet individual learning needs e.g. differentiation by outcome, learning difficulties and/or disabilities
- Benefits and limitations of a range of assistive technologies that can support identified learners.

Use collaborative working practices to support the design process

- Collaborate with other practitioners and technical support staff e.g. using collaborative digital technology such as online documents, cloud storage, wikis and/or communication tools.
- Feedback from learners and other stakeholders, collected digitally, on the design and implementation of a session. Output from this feeds into an Action Plan.
- Action plan that demonstrates future refinements of the design and implementation of the learning activity/session.

Assessment Method

Please note that this unit is assessed by a portfolio of evidence

UNIT SPECIFICATIONS

Developing Digital Skills and a Learning Technology Toolkit

Credit Value of Unit 4

GLH of Unit 30

Level of Unit 4

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Experiment with unfamiliar technologies for teaching and learning	1.1 Use unfamiliar technologies for teaching and learning 1.2 Critically evaluate the technologies used to determine which could be trialled within own teaching
2 Understand relevant pedagogies for online and blended learning appropriate for own specialist area	2.1 Critically analyse learning theories and strategies used in online and blended learning 2.2 Critically evaluate pedagogies with respect to their use in own practice 2.3 Evaluate own digital skillset to identify pedagogical development needs
3 Understand relevant strategies and tools to support learning technology use and digital literacy development	3.1 Evaluate support strategies which may be employed to aid learning technology use and digital literacy 3.2 Evaluate tools which may be employed to aid learning technology use and digital literacy development
4 Understand learning and communication technologies and resources, relevant to own specialist area	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 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
5 Understand relevant inclusive learning technologies for use in own specialist area	5.1 Analyse the appropriateness of different learning technologies for use with a range of learner groups 5.2 Critically evaluate assistive and adaptive tools and technologies available
6 Plan professional development based upon a learning technology knowledge and digital literacy audit	6.1 Evaluate own learning technology use and experience considering the needs of <ul style="list-style-type: none"> ▪ 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

Indicative Content

Experiment with unfamiliar technologies for teaching and learning

- Evaluate the benefits and limitations of a range of contemporary technologies for teaching and learning.
- Research viewpoints from a range of stakeholders (IT services, Estates, Quality, ILT team, Learning Resources, Library, Teaching) on the technology being explored.

Understanding relevant pedagogies for online and blended learning appropriate for own specialist area

- Research benefits and limitations of contemporary learning theories for online and blended learning e.g. associationist, constructivism, and situative learning theories.
- Examine how these pedagogies link to own practice.
- Personal reflection of own digital skillset and experience at using different pedagogies

Understanding relevant strategies and tools to support learning technology use and digital literacy development

- Initial diagnostic tools for digital literacy of learners.
- Benefits and limitations of strategies e.g. practitioner led sessions, workshops, online courses, specialist support
- Evaluate organisation provision to support learners in their use of technology for learning.

Understanding learning and communication technologies and resources, relevant to own specialist area

- Benefits and imitations of the use of social media in communicating teaching and learning.
- Discuss Creative Commons, General Public Licence (GNU), Open-source software, Copyright, Intellectual Property Rights (IPR).
- Evaluate a range of Open Educational Resources (OER) and link this to own subject area.

Understand relevant inclusive learning technologies for us in own specialist area.

- Benefits and limitations of a range of assistive technologies that can support identified learners.
- Evaluate subject area provision to support learners in their use of technology for learning.

Plan professional development based upon learning technology knowledge and digital literacy audit

- Audit own digital literacy skills
- Reflect on own learning technology use and create an action plan for own development of digital literacy and skills. Highlight opportunities to work with others.

Assessment Method

Please note that this unit is assessed by a portfolio of evidence

UNIT SPECIFICATIONS

Learning Technology in the Context of Teaching and Learning

Credit Value of Unit 2

GLH of Unit 18

Level of Unit 4

Introduction

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
<p>1 Understand different forms of technology that can be used in a teaching and learning environment</p>	<p>1.1 Review learning technologies that can be used in teaching and learning</p> <p>1.2 Identify those that have the potential for use in your own specialist area</p> <p>1.3 Explain how the identified technologies can be used in own specialist area</p> <p>1.4 Explain how own institution's technology strategy establishes boundaries for technology use</p>
<p>2 Identify the impact of the use of technology on teaching and learning</p>	<p>2.1 Critically assess the impact of learning technology on learner experience and performance</p> <p>2.2 Analyse the impact of learning technology on organisational development</p> <p>2.3 Analyse the impact of learning technology on a range of different subject areas</p> <p>2.4 Evaluate the impact of learning technologies on the identity, role and performance of the practitioner</p>
<p>3 Understand the impact of digital literacy on the learner journey</p>	<p>3.1 Critically assess the technology skillset desired by an employer</p> <p>3.2 Identify assumptions made about the use of technology by different types of learners</p> <p>3.3 Evaluate the key digital literacy skills to be developed in learners during a programme of study</p> <p>3.4 Analyse potential barriers to learners' digital literacy development</p> <p>3.5 Identify ways of addressing barriers to developing learners' digital literacy development</p>

Indicative Content

Understanding different forms of technology that can be used in a teaching and learning environment.

- Evaluate the benefits and limitations of a range of learning technologies that could be used in own subject area.
- Explain how these technologies could be used in subject area e.g. using storyboards, user stories, session plans to add context.
- List boundaries of technology use from the institution's technology, and teaching and learning, policies and strategies.

Identify the impact of the use of technology on teaching and learning

- Review a range of contemporary literature (case studies, articles, journals) on the impact of learning technology in different subject areas.
- Discuss how the identity, role and performance of the practitioner has changed due to learning technologies.
- Understand any professional standards that relate to digital learning technology

Understand the impact of digital literacy on the learner journey

- Research the technology skillset the learners may need to gain employment.
- Benefits, limitations and barriers to learners' digital literacy development on a particular programme of study.
- Action plan to address barriers to developing learners' digital literacy

Assessment Method

Please note that this unit is assessed by a portfolio of evidence

APPENDIX 1

Summary Record of Achievement Level 4 Award in Digital Learning for Educators

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Curriculum Delivery Using Learning Technology	4	3			
Curriculum Planning for the Use of Learning Technologies	4	2			
Developing Digital Skills and a Learning Technology Toolkit	4	4			
Learning Technology in the Context of Teaching and Learning	4	2			

Learner Name _____

Minimum Credit Value of Qualification 11

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

APPENDIX 2

Tracking Sheet

Unit Title: Curriculum Delivery Using Learning Technology

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Specify outcomes for the learning session				
1.2 Create a design specification suitable for use by a digital learning 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				
2.1 Use a learning technology to develop learning activities for the achievement of the learning outcomes identified				
2.2 Use digital learning resources to support the delivery of the learning outcomes identified including the use				
2.3 Use assessment tools and methods in the measurement of achievement of the learning outcomes identified				
2.4 Deliver a session using digital learning				
3.1 Identify ways to support practitioners to use technology in teaching and learning				
3.2 Critically assess the barriers to learning				
3.3 Advocate the benefits of learning technology use				
3.4 Provide opportunities to share own skills and knowledge in learning technology use with others				
3.5 Assess ways to gain 'buy-in' for the use of technology with key stakeholders in own organisation				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Unit Title: Curriculum Planning for the Use of Learning Technologies

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify an area and level of own specialist curriculum to be developed to include digital learning				
1.2 Justify the choice of curriculum area to be converted to digital learning				
1.3 Justify the choice of outcomes to be delivered via digital learning				
2.1 Produce a session plan for use in digital learning to include identification of appropriate pedagogies				
2.2 Justify strategies and learning activities which can be used in the achievement of the learning outcomes identified				
2.3 Justify digital learning resources and assessment tools that could be used to support the delivery and achievement of the learning				
2.4 Evaluate assistive technologies which may be used to support identified learners in achieving specific learning outcomes				
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 above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Unit Title: Developing Digital Skills and a Learning Technology Toolkit

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Use unfamiliar technologies for teaching and learning				
1.2 Critically evaluate the technologies used to determine which could be trialled within own teaching				
2.1 Critically analyse learning theories and strategies used in online and blended learning				
2.2 Critically evaluate pedagogies with respect to their use in own practice				
2.3 Evaluate own digital skillset to identify pedagogical development needs				
3.1 Evaluate support strategies which may be employed to aid learning technology use and digital literacy				
3.2 Evaluate tools which may be employed to aid learning technology use and digital literacy development				
4.1 Analyse the use of social media and communication technologies for teaching and learning in own specialist area				
4.3 Define what is meant by 'Open Educational Resources' (OER)				
4.3 Investigate 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				
5.1 Analyse the appropriateness of different learning technologies for use with a range of learner groups				
5.2 Critically evaluate assistive and adaptive tools and technologies available				
6.1 Evaluate own learning technology use and experience considering the needs of <ul style="list-style-type: none"> ▪ 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				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

APPENDIX 2

Tracking Sheet

Unit Title: Learning Technology in the Context of Teaching and Learning

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Review 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 the identified technologies can be used in own specialist area				
1.4 Explain how own institution's technology strategy establishes boundaries for technology use				
2.1 Critically assess the impact of learning technology on learner experience and performance				
2.2 Analyse the impact of learning technology on organisational development				
2.3 Analyse the impact of learning technology on a range of different subject areas				
2.4 Evaluate the impact of learning technologies on the identity, role and performance of the practitioner				
3.1 Critically assess the technology skillset desired by an employer				
3.2 Identify assumptions made about the use of technology by different types of learners				
3.3 Evaluate the key digital literacy skills to be developed in learners during a programme of study				
3.4 Analyse potential barriers to learners' digital literacy development				
3.5 Identify ways of addressing barriers to developing learners' digital literacy development				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____