

LEVEL	APPLICATION	ANNUAL PROFESSIONAL DEVELOPMENT ACTIVITIES
Not yet at Technology-supported level	Very limited or no use of technologies in teaching, learning & assessment.	Minimal or no self-development activity within the last 12 months relating to use of technology in teaching, learning & assessment.
Technology-supported level (where face-to-face delivery is supported by the use of technology)	<p>Frequent and appropriate use of UniLearn:</p> <ul style="list-style-type: none"> • Uploading documents to modules. • Use of Announcements. • Staff information up-to-date and informative. • MyReading list maintained • Turnitin used for relevant assessments <p>Together with:</p> <ul style="list-style-type: none"> • Another example of a tool being used within UniLearn; examples are (but are not restricted to) discussion boards, blogs, and wikis – or an equivalent tool being used outside of UniLearn. 	<p>Participating in self-development and personal learning relating to the use of technology in teaching, learning & assessment, relevant to this level of application.</p> <p>Examples could be (but not restricted to):</p> <ul style="list-style-type: none"> • <i>Staff development courses.</i> • <i>Learning Bytes sessions or TALI session.</i> • <i>Pedagogic conferences.</i> • <i>Other professional development activities such as external workshops or taught modules.</i>
Technology-enhanced level (where technology is integrated into the delivery)	<p>Enhanced use of UniLearn:</p> <ul style="list-style-type: none"> • Demonstration of continued application at the Technology-supported Level. <p>Further customisation of modules in UniLearn, e.g.</p> <ul style="list-style-type: none"> • Re-order the content area of the menu to follow how the module is taught • Changing the styling of the module and adding a banner. • Appropriate use/upload of multimedia items to UniLearn e.g. video, audio, images. <p>Together with:</p> <ul style="list-style-type: none"> • Examples of more advanced UniLearn features and/or other technologies being used (in addition to those used in previous levels). Examples are (but are not restricted to) quizzes, group functionality, synchronous interactions, eportfolios, and social media. <p>To deliver wholly online modules and to meet the QAA Requirements for this, you also need:</p> <ul style="list-style-type: none"> • To apply the criteria for the technology-enhanced level (above) to an online learning context, • Plus achieve the E-tutoring module DMZ2330 (or equivalent), through completion of the module, or by building an APEL claim against the learning outcomes (see supporting document). 	<p>Participating in professional development activities relating to the use of technology in teaching, learning & assessment, relevant to this level of application, reflecting on how they could be incorporated into practice and taking some positive steps towards this.</p> <p>Examples could be (but not restricted to):</p> <ul style="list-style-type: none"> • <i>Staff development courses.</i> • <i>Learning Bytes sessions or TALI session.</i> • <i>Pedagogic conferences.</i> • <i>Other professional development activities such as external workshops or taught modules.</i>

<p>Technology-dependent level (where technology is central to delivery)</p>	<p>Extended use of learning technologies:</p> <ul style="list-style-type: none"> • Demonstration of continued application at the <i>Technology-enhanced Level</i>. • Practice is rethought and redesigned, to harness the affordances of technologies. <p>This can include, but is not restricted to:</p> <ul style="list-style-type: none"> • Expanded application of technologies used in previous levels. • Using screencasts instead of lectures and using the class time to engage students in other learning activities. • Using technology to produce creative assessment methods. • Using technology to facilitate student-created content. • Redesigning a module to become blended delivery e.g. when a significant proportion of the face-to-face delivery is replaced by online activities. 	<p>High-level involvement in professional development activities relating to the use of technology in teaching, learning & assessment, relevant to this level of application.</p> <p>Examples could be (but not restricted to):</p> <ul style="list-style-type: none"> • <i>Presenting at conferences or invited events.</i> • <i>Contributing to the delivery of staff development sessions, Learning Bytes sessions, TALI events.</i> • <i>Engaging with an online learning network, using reflection to review and improve your professional practice.</i> • <i>Writing a journal article or book chapter.</i> • <i>Mentoring colleagues.</i> • <i>Completing a professional or taught course.</i>
	<p><i>To design and deliver wholly online modules and to meet the QAA Requirements for this, you also need:</i></p> <p><i>Essential:</i></p> <ul style="list-style-type: none"> • To apply the criteria for the <i>technology-dependent level</i> (above) to the design and delivery of a wholly online module/course. • Plus achieve the E-tutoring module DMZ2330 (or equivalent), through completion of the module, or by building an APEL claim against the learning outcomes (see supporting document). <p><i>Desirable:</i></p> <ul style="list-style-type: none"> • Achieve the Understanding e-learning module DMZ1330 (or equivalent), through completion of the module, or by building an APEL claim against the learning outcomes (see supporting document). 	