

LEVEL	APPLICATION	ANNUAL PROFESSIONAL DEVELOPMENT ACTIVITIES
<b>Not yet at Technology-supported level</b>	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.
<b>Technology-supported level</b> (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"> <li>• Uploading documents to modules.</li> <li>• Use of Announcements.</li> <li>• Staff information up-to-date and informative.</li> <li>• MyReading list maintained</li> <li>• Turnitin used for relevant assessments</li> </ul> <p>Together with:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Participating in self-development and personal learning relating to the use of technology in teaching, learning &amp; assessment, relevant to this level of application.</p> <p>Examples could be (but not restricted to):</p> <ul style="list-style-type: none"> <li>• <i>Staff development courses.</i></li> <li>• <i>Learning Bytes sessions or TALI session.</i></li> <li>• <i>Pedagogic conferences.</i></li> <li>• <i>Other professional development activities such as external workshops or taught modules.</i></li> </ul>
<b>Technology-enhanced level</b> (where technology is integrated into the delivery)	<p>Enhanced use of UniLearn:</p> <ul style="list-style-type: none"> <li>• Demonstration of continued application at the <b>Technology-supported Level</b>.</li> </ul> <p>Further customisation of modules in UniLearn, e.g.</p> <ul style="list-style-type: none"> <li>• Re-order the content area of the menu to follow how the module is taught</li> <li>• Changing the styling of the module and adding a banner.</li> <li>• Appropriate use/upload of multimedia items to UniLearn e.g. video, audio, images.</li> </ul> <p>Together with:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>To deliver wholly online modules and to meet the QAA Requirements for this, you also need:</b></p> <ul style="list-style-type: none"> <li>• To apply the criteria for the technology-enhanced level (above) to an online learning context,</li> <li>• 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).</li> </ul>	<p>Participating in professional development activities relating to the use of technology in teaching, learning &amp; 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"> <li>• <i>Staff development courses.</i></li> <li>• <i>Learning Bytes sessions or TALI session.</i></li> <li>• <i>Pedagogic conferences.</i></li> <li>• <i>Other professional development activities such as external workshops or taught modules.</i></li> </ul>

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