**REGS-QSAG-**

**University of Huddersfield**

**QSAG**

**19 December 2013**

**Digital Literacies for Staff**

Members are invited to consider and approve the following update to the Digital Literacies for Staff (DLS) grid and its implementation in relation to the validation and delivery of distance learning proposals.

**1. Background**

At its meeting in May 2012 UTLC agreed that all staff responsible for designing online materials must meet the University's minimum training requirement before such courses can be validated (Quality Assurance Procedures for Taught Courses - Section D The Validation of Distance Learning Proposals).

The UK Quality Code for Higher Education Section B3 Learning and Teaching includes the indicator:

Higher education providers assure themselves that everyone involved in teaching or supporting student learning is appropriately qualified, supported and developed.

In light of the above the VLESG developed a Digital Literacies for Staff (DLS) grid to provide a framework for staff to identify and agree relevant training needs in order to meet the above requirement. The grid was revised at the VLESG on 27 November to incorporate the proposals below.

**2. Proposals for consideration**

QSAG is asked to consider and agree the revised DLS grid (below) and that:

1. training requirements in Section D of the QA Procedures for the design of online materials should apply to courses and individual modules for delivery on a distance learning basis;
2. those staff involved in the design of distance learning courses/modules should meet a minimum training requirement of Technology-dependent level in the DLS grid;
3. those staff involved in the delivery of distance learning modules should meet a minimum training requirement of Technology-enhanced level in the DLS grid;
4. exemptions from 2/3 above should apply to dissertation supervisors, who should meet a minimum training requirement of Technology-supported level in the DLS grid;
5. schools should confirm at the planning stage that staff involved in the design of distance learning courses or modules have completed the relevant training and at SAVP (for modules) or school consideration of documentation prior to university validation (for courses) that staff involved in the delivery of distance learning modules have or will have completed the relevant training by the time the course/module is to be delivered;
6. schools should comment on implementation of the DLS grid in the subject area as part of the revalidation/subject review process;

Registry

December 2013

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| **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)** | Frequent and appropriate use of UniLearn:   * Uploading documents to modules. * Use of Announcements. * Staff information up-to-date and informative. * MyReading list maintained * Turnitin used for relevant assessments   Together with:   * 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. | Participating in self-development and personal learning relating to the use of technology in teaching, learning & assessment, relevant to this level of application.  Examples could be (but not restricted to):   * *Staff development courses.* * *Learning Bytes sessions or TALI session.* * *Pedagogic conferences.* * *Other professional development activities such as external workshops or taught modules.* |
| **Technology-enhanced level**  **(where technology is integrated into the delivery)** | Enhanced use of UniLearn:   * Demonstration of continued application at the ***Technology-supported Level***.   Further customisation of modules in UniLearn, e.g.   * 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.   Together with:   * 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. | 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.  Examples could be (but not restricted to):   * *Staff development courses.* * *Learning Bytes sessions or TALI session.* * *Pedagogic conferences.* * *Other professional development activities such as external workshops or taught modules.* |
| ***To deliver wholly online modules and to meet the QAA Requirements for this, you also need:***   * 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). |
| **Technology-dependent level**  **(where technology is central to delivery)** | Extended use of learning technologies:   * Demonstration of continued application at the ***Technology-enhanced Level***. * Practice is rethought and redesigned, to harness the affordances of technologies.   This can include, but is not restricted to:   * 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. | High-level involvement in professional development activities relating to the use of technology in teaching, learning & assessment, relevant to this level of application.  Examples could be (but not restricted to):   * *Presenting at conferences or invited events.* * *Contributing to the delivery of staff development sessions, Learning Bytes sessions, TALI events.* * *Engaging with an online learning network, using reflection to review and improve your professional practice.* * *Writing a journal article or book chapter.* * *Mentoring colleagues.* * *Completing a professional or taught course.* |
| ***To design and deliver wholly online modules and to meet the QAA Requirements for this, you also need:***  ***Essential:***   * To apply the criteria for the *technology-dependent level* (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).   ***Desirable:***   * Achieve the Understanding e-learning module DM1330 (or equivalent), through completion of the module, or by building an APEL claim against the learning outcomes (see supporting document). |