Ascentis Level 3 Award and Diploma in

Digital Learning Design

Specification

Ofqual Numbers:	**Level 3 Award:**	**601/4287/X**
Ofqual Start Date:		01/09/2014
Ofqual End Date:		30/04/2020
Ofqual Certification End Date:		30/04/2021
Ofqual Numbers:	**Level 3 Diploma:**	**601/2586/X**
Ofqual Start Date:		01/03/2014
Ofqual Review Date:		31/07/2021
Ofqual Certification Review Date:		31/07/2022
QW Numbers:	**Level 3 Diploma:**	**C00/1252/7**
QW Designation Start Date		25/09/2018
QW Review Date		31/07/2021
QW Certification Review Date		31/07/2022

The Award is being withdrawn. The last date of registration for learners is 30th April 2020 after which no further learners can be registered.

The certification end date is 30th April 2021. If you require any further clarification please email development@ascentis.co.uk.

ABOUT ASCENTIS

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), Qualifications in Wales (QW), Council for the Curriculum Examinations and Assessment (CCEA)

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

Ascentis
Office 4
Lancaster Business Park
Mannin Way
Caton Road
Lancaster
LA1 3SW

Tel: 01524 845046
www.ascentis.co.uk

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ASCENTIS LEVEL 3 AWARD AND DIPLOMA IN DIGITAL LEARNING DESIGN

Introduction

The aim of these qualifications is to provide skills based qualifications to train technical staff to convert content into eLearning resources within the occupational role of a digital learning designer. The skills required by a digital learning designer cut across a number of subject specialisms and this qualification brings together those skills into a single qualification. The Level 3 Diploma is part of the Advanced Apprenticeship in Digital Learning Design combining both the knowledge and competence requirements.

There are several features of these qualifications that make them 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 these qualifications are:

1 To provide learners with the knowledge and competency specific to the digital learning designer

2 To allow learners to study a wide range of units, combining them with a portfolio of evidence to complete a qualification

3 To prepare learners for further training

Target Group

These qualifications are aimed at a range of learners, including:

- Young people aged 16 + including those at 17 or 18 where there is a duty for them to participate in education and / or training
- Adult learners who have an interest in digital learning design and want to develop their knowledge of working in this sector
- Unemployed learners wishing to enhance their work-related skills
- Learners who are currently in the role of a digital learning designer and wish to undertake training
- Learners who are employed in a non-academic role in educational establishments who may wish to move into this sector
- Learners who are currently employed as teachers / lecturers and who wish to undertake training in this area as Continuing Professional Development (CPD)

Ofqual Qualification Number:

Ascentis Level 3 Award in Digital Learning Design -	601/4287/X
Ascentis Level 3 Diploma in Digital Learning Design -	601/2586/X

QW Qualification Designation Number:

Ascentis Level 3 Diploma in Digital Learning Design -	C00/1252/7

Rationale for the Rules of Combination

The knowledge and understanding of good working practice within Digital Learning is included in the (mandatory) Group A units. The optional unit groups allow learners to undertake units that are focused on specific areas of expertise and job roles.

To achieve the Level 3 Award in Digital Learning Design learners must complete the 2 mandatory units from Group A and achieve a minimum of 6 credits from the optional unit group B. 12 credits in total must be achieved.

To achieve the Level 3 Diploma in Digital Learning Design learners must complete the 7 mandatory units from Group A and achieve a minimum of 18 credits from the optional unit groups B and C with at least 9 credits from each of Group B and Group C. 41 credits in total must be achieved.

Rules of Combination

Ascentis Level 3 Award in Digital Learning Design				
				Minimum credits: 12 Minimum credit value at level of qualification or above: 12
Group A - Mandatory Units				Credit (from Group A) Mandatory Units: 6
Title	Level	Credit Value	GLH	Unit ref
Effective Communication for Digital Learning Design	3	3	30	K/505/9868
Investigating and Analysing Requirements for Digital Learning Designs	3	3	30	J/505/9926
Group B – Optional Units				Minimum credit (from Group B) Optional Units: 6 Minimum optional credit at level of qualification or above: 6
Introduction to the Digital Learning Environment	3	3	30	A/505/9924
Professional and Personal Development	3	3	30	F/505/9925
Working in a Digital Learning Lifecycle	3	4	40	D/505/9866
User Experience Design	3	4	40	M/505/9869
Quality and Standards	3	3	30	H/505/9870
Collaborative Technologies and Outcomes	3	3	30	T/505/9873
Emerging Digital Software	3	3	30	A/505/9874
Introducing Immersive Technologies	3	3	30	L/505/9930
Technical Advice and Guidance	3	3	30	J/505/9876
Using Social Media Technologies	3	3	30	L/505/9927
Developing Skills, Understanding and Confidence of Others in E-learning	3	3	30	R/505/9878
A/V Production	3	3	30	Y/505/9879
Converging Digital Technologies	3	3	30	L/505/9880
Graphic Design and Imagery	3	3	30	R/505/9928
Introduction to Website Production	3	3	30	Y/505/9882
Mobile IT Technologies	3	3	30	D/505/9883
Storyboarding	3	3	30	H/505/9884

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.

Ascentis Level 3 Diploma in Digital Learning Design				
			Minimum credits: 41 Minimum credit value at level of qualification or above: 41	
Group A - Mandatory Units			Credit (from Group A) Mandatory Units: 23	
Introduction to the Digital Learning Environment	3	3	30	A/505/9924
Professional and Personal Development	3	3	30	F/505/9925
Working in a Digital Learning Lifecycle	3	4	40	D/505/9866
Effective Communication for Digital Learning Design	3	3	30	K/505/9868
User Experience Design	3	4	40	M/505/9869
Quality and Standards	3	3	30	H/505/9870
Investigating and Analysing Requirements for Digital Learning Designs	3	3	30	J/505/9926
Group B – Optional Units			Minimum credit (from Group B) Optional Units: 9 Minimum optional credit at level of qualification or above: 9	
Collaborative Technologies and Outcomes	3	3	30	T/505/9873
Emerging Digital Software	3	3	30	A/505/9874
Introducing Immersive Technologies	3	3	30	L/505/9930
Technical Advice and Guidance	3	3	30	J/505/9876
Using Social Media Technologies	3	3	30	L/505/9927
Developing Skills, Understanding and Confidence of Others in E-learning	3	3	30	R/505/9878
Group C – Optional Units			Minimum credit (from Group C) Optional Units: 9 Minimum optional credit at level of qualification or above: 9	
A/V Production	3	3	30	Y/505/9879
Converging Digital Technologies	3	3	30	L/505/9880
Graphic Design and Imagery	3	3	30	R/505/9928
Introduction to Website Production	3	3	30	Y/505/9882
Mobile IT Technologies	3	3	30	D/505/9883
Storyboarding	3	3	30	H/505/9884
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 the Award is 120 hours and for the Diploma is 410 hours.

Total Qualification Time

The total qualification time for Level 3 Award in Digital Learning Design is 120.
The total qualification time for Level 3 Diploma in Digital Learning Design is 410.

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.

Recommended Prior Knowledge, Attainment and / or Experience

There are no entry requirements for these qualifications.

Age Range of Qualification

These qualifications are suitable for young people aged 16 – 19 and adult learners.

Opportunities for Progression

Learners may progress from the Level 3 Diploma in Digital Learning Design to the Level 4 Diploma in Digital Learning Design or employment in the area of digital learning design.

Resources to support the Delivery of the Qualification

These are outlined in Appendix 3.

Centre Recognition

These qualifications can only be offered by centres recognised by Ascentis and approved to run these qualifications. 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 these qualifications. 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

The Award is available in England. The Diploma is available in England and Wales. If you wish to deliver these qualifications in any other nation, please contact the Ascentis Development Team.

These qualifications are only offered in English.

Reasonable Adjustments and Special Considerations

In the development of these qualifications 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* and the Qualifications Wales *Criteria for Recognition.* 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.

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 diploma, 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. This is particularly important in cases where a learner has taken units at different levels. 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 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:

- Observation records
- Questions and discussions
- Photographs
- Worksheets
- Audio / video recordings
- Self assessments / reflections
- Reports / presentations
- Interactive Learning Objects
- E-portfolios

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

These qualifications cover a range of areas of expertise including Teacher Education, Graphic Design, Media, Computing and Web Authoring. Assessors and those delivering these qualifications should hold a subject related qualification at Level 4 or above in the areas of Digital Learning Design in which they are making assessment decisions / delivering these qualifications.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

Introduction to the Digital Learning Environment

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

Digital Learning Environments can take many forms and range in complexity, however the main functions remain the same. Organisations are increasingly looking for alternative ways to engage the workforce and provide more effective ways to deliver training and development that is supportive and flexible.

This unit aims to provide the learner with the opportunity to gain an understanding of the main features of a Digital Learning Environment and acquire hands-on skills by implementing and using a Digital Learning Environment. The learner will be expected to identify key features of the Digital Learning Environment and evaluate the use of these in daily practice.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Be able to understand the Digital Learning Environment	1.1 Define the term 'Digital Learning Environment'
	1.2 Describe the advantages and disadvantages of using a Digital Learning Environment
	1.3 Identify a range of commercial and open source platforms to support Digital Learning
	1.4 Select an appropriate Digital Learning Environment for an identified need
2 Be able to describe the components of a Digital Learning Environment	2.1 Identify the communication functions of a Digital Learning Environment
	2.2 Identify the content management functions of a Digital Learning Environment
	2.3 Identify the user management features of a Digital Learning Environment
	2.4 Identify the customisation functions of a Digital Learning Environment
	2.5 Identify the administration functions of a Digital Learning Environment
3 Be able to utilise basic functions of a Digital Learning Environment	3.1 Plan a design for use with a Digital Learning Environment
	3.2 Use administration tools for a chosen purpose
	3.3 Insert, upload or apply a range of static content for a Digital Learning Environment
	3.4 Combine a range of media using a Digital Learning Environment
	3.5 Apply basic accessibility functions to the Digital Learning Environment
4 Be able to evaluate the use of a Digital Learning Environment	4.1 Describe the limitations with implementing a Digital Learning Environment in a chosen organisation
	4.2 Suggest ways to improve the use of a Digital Learning Environment
	4.3 Respond to problems with using a Digital Learning Environment
	4.4 Evaluate the benefits of using a Digital Learning Environment compared to non-digital methods

Indicative Content

Assessment Method

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

Professional and Personal Development

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

The aim of this unit is to develop personal development, team working and an awareness of IT professional practice and legislation.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Develop own personal and professional skills	1.1 Identify developmental needs of personal and professional skills
	1.2 Plan goals and activities to meet developmental needs
	1.3 Reflect on development activity and feedback from others
	1.4 Evaluate personal and professional skills and abilities
2 Work independently and as a member of a team to achieve defined goals and implement agreed plans	2.1 Work to deadlines
	2.2 Identify communication issues for independent work carried out within a team
	2.3 Understand organisational standards and values for work undertaken
	2.4 Understand the responsibilities of colleagues
	2.5 Identify obstacles to teamwork
3 Understand the ethical and legislative environment relating to e-learning activities	3.1 Identify the impact on e-learning development and practices of appropriate legislation, including data protection, licensing and copyright
	3.2 Review recent developments in legislation
	3.3 Explore ethical issues related to e-learning activities

Indicative Content

Assessment Method

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

Working in a Digital Learning Lifecycle

Credit Value of Unit: 4 **GLH of Unit: 40** **Level of Unit: 3**

Introduction

The aim of this unit is to give the learner an understanding of the lifecycle of a digital learning project from initiation to delivery. The learner will develop an understanding that digital learning designs may require skills and expertise from a variety of professional fields.

The learner will use project planning techniques as tools to advance digital learning projects through the lifecycle stages, and discover how to evaluate a project at its conclusion against the objectives established at its inception.

Throughout the unit, learners will be encouraged to conceptualise digital learning projects from the viewpoint of the learners and their learning, and expected to consider accessibility as a required project outcome.

Learning Outcomes The learner will	**Assessment Criteria** The learner can
1 Understand the purpose of planning for digital learning projects	1.1 Explain the impact of establishing purpose, scope, timescale, resource requirements, aims and objectives of a digital learning project
	1.2 Describe how to identify purpose, scope, timescale, resource requirements, aims and objectives of a digital learning project
	1.3 Describe how to identify potential issues and risks
	1.4 Outline the stages of the project lifecycle
2 Be able to plan the lifecycle of a digital learning design project	2.1 Establish purpose, scope, timescale, resource requirements, aims and objectives of a digital learning project from its specification
	2.2 Identify measures by which established outcomes will be judged
	2.3 Identify methods that can be used to monitor the progress and outcomes of a project during its lifecycle, such as milestones, checkpoint meetings and quality reviews
	2.4 Prepare project plans to include objectives, milestones and individual contributions
3 Know how to use a digital learning design plan	3.1 Explain the purpose of including and meeting planned milestones within a project
	3.2 Review project progress against planned milestones
	3.3 Review project outcomes against planned objectives

Indicative Content

Assessment Method

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

Effective Communication for Digital Learning Design

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

The aim of this unit is to develop the skills that underpin many of the tasks and activities of a digital learning designer. It will support learners as they learn how to listen actively, to capture and convey ideas and to write fluently and accurately. The unit will also cover the use of non-textual information and how image can be used to enrich and deepen communication and understanding.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Understand the principles of effective interpersonal communication	1.1 Explain the principles of effective communication
	1.2 Discuss potential barriers to effective communication
	1.3 Describe a range of effective interpersonal communication methods
	1.4 Describe a range of effective interpersonal communication skills
	1.5 Describe ways to adapt communication methods to ensure accessibility for all
2 Be able to produce text for use in digital learning design products	2.1 Follow organisational guidelines and procedures
	2.2 Structure writing into a logical framework
	2.3 Use English grammar, spelling, syntax and punctuation correctly
3 Understand how to use non-textual communication and layouts effectively	3.1 Discuss the role of image in communication
	3.2 Describe how to use image and text to enhance equality of access
	3.3 Outline the sequence of activities used in producing an online layout
	3.4 Explain the concept of copyright in own organisational context and its relevance and significance for digital learning design

Indicative Content

Assessment Method

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

User Experience Design

Credit Value of Unit: 4 **GLH of Unit: 40** **Level of Unit: 3**

Introduction

The aim of this unit is to introduce learners to the three main areas for understanding user experience design: design principles to attract, engage and hold users, an opportunity to investigate and apply research that enhances user experience and a range of assessment methods.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Understand design principles, concepts or strategies related to enhancing user experience in digital learning design	1.1 Investigate design principles, concepts or strategies to attract, engage and hold users in digital learning design
	1.2 Analyse design principles, concepts or strategies related to enhancing user experience in digital learning design
	1.3 Justify design decisions, strategies and approaches to enhance the user experience using design principles, concepts or strategies
2 Understand scientific research related to enhancing user experience in digital learning design	2.1 Investigate recent science research around the enhancement of user experience in digital learning design
	2.2 Analyse science research related to enhancing user experience in digital learning design
	2.3 Justify design decisions, strategies and approaches to enhance the user experience using scientific research
3 Understand assessment methods related to enhancing user experience in digital learning design	3.1 Investigate assessment methods for the enhancement of user experience in digital learning design
	3.2 Analyse assessment methods related to enhancing user experience in digital learning design
	3.3 Justify design decisions, strategies and approaches to enhance the user experience using a range of assessment methods

Indicative Content

Assessment Method

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

Quality and Standards

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

This unit introduces learners to a number of areas that will help them understand quality processes as applied to digital learning design and a range of industry and accessibility standards that will enable them to create high quality, standards compliant and accessible digital learning content.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Understand 'Quality Models' as tools for guiding organisations	1.1 Describe two 'Quality Models'
	1.2 Explain how one model has been applied in an e-learning context
2 Understand quality service standards for monitoring performance	2.1 Create a set of service standards that should be considered when developing digital learning resources
3 Understand the needs of individual users and organisations	3.1 Describe a range of accessibility issues that should be considered when creating digital learning resources
	3.2 Evaluate the issues encountered when designing digital resources for a client
	3.3 Understand and use the design standards of an organisation
4 Understand the importance of technical standards within e-learning	4.1 Explain the importance of technical standards and protocols within e-learning

Indicative Content

Assessment Method

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

Investigating and Analysing Requirements for Digital Learning Designs

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

The aim of this unit is to teach learners how to capture initial learning design ideas and formalise them into a recognisable and actionable design specification that can be worked into a project and managed to completion.

The skills that this unit delivers are valuable and difficult. Essentially they involve translating the concept of learning and communication from an idea into a design. To be able to do this well, the potential digital learning designer will need to be able to speak and understand the language of educators, teachers, trainers and communicators as well as the language of technology.

This unit will also teach the learner how to convey design in a way that others can understand and later how to stand back from their specification and evaluate it. These skills are the essence of digital learning design, and accurate specification is the cornerstone of successful management of digital design projects.

Learning Outcomes The learner will	**Assessment Criteria** The learner can
1 Be able to investigate and discover requirements of digital learning designs	1.1 Implement organisational guidelines and procedures
	1.2 Actively focus on information that other people are communicating
	1.3 Interpret learning, business or technical terminology
	1.4 Apply language and style to spoken content for the audience and communication context
	1.5 Clarify the intended outcome of proposed digital learning designs
	1.6 Clarify the main functional and performance requirements of the proposed digital learning designs
	1.7 Identify constraints (e.g. financial, time) of proposed digital learning designs
2 Be able to describe and define requirements of digital learning designs	2.1 Summarise information to extract relevant points
	2.2 Apply written format and style for the audience and communication method
	2.3 Convey ideas and information clearly and concisely
	2.4 Use learning, business or technical terminology
	2.5 Specify the intended outcome of proposed digital learning designs
	2.6 Specify the main functional and performance requirements of proposed digital learning designs
	2.7 Specify proposed digital learning designs and present them for audience
3 Be able to analyse and evaluate digital learning design specifications	3.1 Evaluate digital learning design specifications against intended functional, performance and learning outcomes
	3.2 Evaluate digital learning design specifications

		against identified constraints
	3.3	Evaluate the degree of accessibility of digital learning design specifications
	3.4	Assess the suitability of proposed digital learning design specifications for specific contexts

Indicative Content

Assessment Method

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

Collaborative Technologies and Outcomes

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

This unit aims to demonstrate how collaborative technologies can be used to promote the development and effectiveness of teams and individuals. The learner will be able to demonstrate understanding of safe use of collaborative technologies whilst ensuring they are set up correctly for use. Furthermore, the learner will be able to demonstrate understanding of how to manage and evaluate the use of collaborative technologies in practice.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Understand how collaborative technologies can support the development of personal and team effectiveness	1.1 Determine the IT tools and processes needed to improve personal and collaborative working
	1.2 Explain the benefits and limitations of different collaborative IT related tools and devices for work related purposes
	1.3 Explain how collaborative technologies can be used to overcome barriers and enhance effective team communications
2 Understand how to stay safe and secure when working with collaborative technology	2.1 Explain why guidelines need to be established for working with collaborative technologies
	2.2 Develop and apply own guidelines for working with collaborative technology
	2.3 Develop ideas to address the potential risks in using collaborative technologies for different purposes
3 Plan and set up tools and devices for collaborative working	3.1 Summarise ways to integrate different collaborative technology tools and devices for a range of purposes, e.g. tasks, communication and media
	3.2 Explain potential access and compatibility issues with using different collaborative technology tools and devices
	3.3 Resolve access and compatibility problems so that different collaborative tools and devices work successfully
4 Prepare collaborative technologies for use	4.1 Review levels of access and permissions for different purposes
	4.2 Select and use different elements across applications to create environments for collaborative technologies
	4.3 Set and adjust settings to facilitate use of collaborative technologies by others
	4.4 Outline recommended best practice to benefit collaborative working
5 Work as a member of a team to achieve defined goals using collaborative technologies	5.1 Determine levels of responsibility for the use of collaborative technologies
	5.2 Facilitate colleagues' responsible contributions and assist with engagement in using collaborative technologies
	5.3 Manage the moderation of collaborative technologies

	5.4 Evaluate collaborative technologies and provide feedback to others on their use of working to achieve outcomes in a constructive and considerate manner
	5.5 Diagnose issues or problems that occurred while using collaborative technologies
	5.6 Respond to problems with collaborative technologies and be prepared to help others to do so

Indicative Content

Assessment Method

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

Emerging Digital Software

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

The aim of this unit is to develop the skills and knowledge required by a digital learning designer and to enable them to use a wide range of Emerging Digital Software to combine text, audio, video and interactive content for an appropriate purpose.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Plan the content and context for using Emerging Digital Software	1.1 Identify the purpose for using Emerging Digital Software
	1.2 Identify and use Emerging Digital Software
	1.3 Explain how the context affects the way content should be presented
	1.4 Plan the use of different types of media required to meet needs
	1.5 Provide guidance on any copyright constraints that may apply to the use of own or others information and media
2 Obtain and prepare media and resources using Emerging Digital Software	2.1 Explain what technical factors affecting resources need to be taken into account and how to do so
	2.2 Select and use a combination of input devices, software and input techniques to collect relevant content
	2.3 Manage data files effectively in line with local and / or legal guidelines and conventions
	2.4 Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs
3 Exploit the functions of the software effectively to process and present information	3.1 Use Emerging Digital Software to combine information in different formats
	3.2 Select and use appropriate tools and techniques to manipulate media and information efficiently
	3.3 Create, change and use an appropriate structure to organise information effectively
	3.4 Use IT Tools to check completed product meets needs and make corrections as necessary
4 Evaluate products to ensure they meet needs and are successful	4.1 Evaluate the use of Emerging Digital Software to ensure products are fit for purpose
	4.2 Identify improvements to be made and implement solutions to improve the quality

Indicative Content	
1.1	Purpose will vary here depending on what type of software is used, i.e. video, audio, web or graphics
1.2	Selecting appropriate and functional software to meet the desired purpose
1.3	Understanding what users will be involved in with the process and / or products of Emerging Digital Software and what needs they have
1.4	Time, roles, resources, hardware, software, costs, accessibility
1.5	Data protection, copyright, confidentiality, misuse, plagiarism, effect of copyright law. Acknowledgement of sources, permissions
2.1	Training, compatibility, systems, users' skills, connectivity, minimum requirements
2.2	Information will vary according to the software, for example text, audio, video, graphic elements. Input devices and tools will vary according to desired needs, for example interface devices (e.g. keyboard, mouse, stylus, touchscreen), microphone (e.g. headset, built-in) camera (e.g. web cam, video camera, mobile phone camera)
2.3	Data protection, permissions, access levels, passwords, secure storage, organisation policies, back-up
2.4	Identifying issues as they arise in keeping with the intended purpose, for example seek expert help, follow onscreen reports, checking original plan
3.1	This information will vary depending on the type of software you are using. For example, video, audio, text, graphic elements, coding
3.2	This information will vary depending on the type of software you are using. For example, editing video clips, creating 3D graphics, recording audio sounds, manipulating web code
3.3	Manipulate the software to present information effectively
3.4	Check original needs and brief to ensure the work is completed correctly
4.1	Evaluate the end results compared to the original purpose and desired needs
4.2	Quality assure the final product and feedback and implement methods to meet needs

Assessment Method

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

Introducing Immersive Technologies

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

The aim of this unit is to prepare learners for using a range of immersive technologies. Immersive technologies can be considered technologies that extend the traditional learning environment and enhance the learning process. At this level all learners should be able to identify current immersive technologies and plan to use them for an identified purpose. Furthermore learners should demonstrate basic use of an immersive technology system and be able to troubleshoot small issues. Learners should evaluate systems to ensure they remain fit for purpose.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Research and select immersive technologies for use	1.1 Identify different types of immersive technologies
	1.2 Identify a need for using immersive technologies
	1.3 Select an immersive technology and explain why it meets the need
2 Plan use for immersive technologies	2.1 Identify the types of content to be accessed using immersive technologies
	2.2 Explain what platforms could be used to deliver immersive learning resources
	2.3 Explain the benefits and risks of accessing immersive technologies
	2.4 Identify any copyright constraints relating to information and resources used
3 Combine resources for use with immersive technology software	3.1 Select and use techniques to link and combine information within immersive technology software
	3.2 Select and use techniques to edit and format information within immersive technology software
	3.3 Explain potential access and compatibility issues with immersive technologies
4 Use and troubleshoot immersive technology systems	4.1 Configure the user interface to meet needs
	4.2 Set-up components of an immersive technology system safely, including hardware devices
	4.3 Ensure Virtual content has been configured to meet needs
	4.4 Respond to problems with immersive technology systems and be prepared to help others do so
	4.5 Respond to abuse of Social Media Technology and follow relevant reporting procedures

Indicative Content	
1.1	Information may vary but may include augmented reality, mixed realities, virtual reality
1.2	Evaluate where immersive technologies would be effective
1.3	Research different types and suggest how it would be effective to meet your needs
2.1	This information will vary depending on chosen technology, e.g. video, audio, web content, graphics etc.
2.2	Explain the software and / or hardware to be used to access immersive resources for your needs
2.3	Reviewing the advantages and associated risks for end users
2.4	Data protection, copyright, confidentiality, misuse, plagiarism, effect of copyright law. Acknowledgement of resources, permissions.
3.1	Using immersive technology features to combine information according to the identified need
3.2	This information will vary depending on your chosen immersive technology, e.g. editing video, formatting text, altering web code, cropping images
3.3	Evaluate potential issues with accessing immersive technology
4.1	Ensure immersive technologies are accessible
4.2	Facilitate the use of immersive technology to ensure its safe use
4.3	Test and pilot the use of immersive technologies for your desired needs
4.4	Troubleshoot issues as they arise and support others using immersive technology

Assessment Method

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

Technical Advice and Guidance

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

The aim of this unit is to enable learners to provide appropriate reactive technical advice and guidance to resolve problems and to improve performance through existing resources and analysis of date, whilst taking into account customer authorisation and organisational procedures.

This unit also enables learners to provide proactive technical advice and guidelines that fulfils an identified purpose that is delivered at an appropriate level within organisational procedures.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Understand the context for providing technical advice and guidance	1.1 Describe how technical advice and guidance can be used to resolve problems
	1.2 Describe how technical advice and guidance can be used to improve performance
	1.3 Describe the types, sources and applicability of information which can form the basis of technical advice and guidance
	1.4 Describe the procedures and constraints which can apply to the provision of technical advice and guidance
	1.5 Identify circumstances where technical advice and guidance should be provided proactively rather than reactively in response to customer requests
2 Proactive reactive technical advice and guidance to customers on a range of topics	2.1 Determine the purposes for which technical advice and guidance is required
	2.2 Verify that customers are entitled to receive the requested technical advice and guidance
	2.3 Communicate effectively with customers to elicit sufficient information to enable correct technical advice and guidance to be provided
	2.4 Source and interpret relevant technical information to produce advice and guidance in response to customer requests
	2.5 Follow organisational procedures for responding to customer requests including the timely escalation of those for which technical advice and guidance cannot be provided or does not resolve the request
	2.6 Communicate technical advice and guidance to customers in a format and style which meets their needs, confirming customer understanding of the information provided
3 Provide proactive technical advice and guidance to customers	3.1 Identify the purposes for which the technical advice and guidance is required
	3.2 Identify the customers, and their level of technical knowledge, to whom the technical advice and guidance should be provided
	3.3 Follow organisational procedures for providing proactive technical advice and guidance
	3.4 Develop technical advice and guidance in a format and style which takes into account the customers' level of technical knowledge

Indicative Content

Assessment Method

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

Using Social Media Technologies

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

Social Media has become an increasingly important part of the lives of digitally aware learners. A range of Social Media platforms are increasingly being used to not only socialise but to engage with employers and organisations as well as being a platform for delivering learning. The aim of this unit is to enable the learner to identify the range of Social Media Technologies that currently exist and the range of ways in which they are being used. Furthermore, the learner will be able to demonstrate and evaluate the use of these in daily practice and provide support where appropriate.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Be able to understand the terminology of Social Media technologies	1.1 Describe the term 'Social Media'
	1.2 Describe the term 'Social Media Technologies'
2 Be able to describe the uses of Social Media Technologies	2.1 Identify a range of Social Media Technologies
	2.2 Compare the features of different Social Media Technologies
	2.3 Describe the benefits and limitations of using Social Media Technologies
	2.4 Describe the current uses of Social Media for an organisation
3 Be able to identify and plan for the use of Social Media for a chosen purpose	3.1 Identify a need for the use of Social Media Technologies within a chosen organisation
	3.2 Select a Social Media Technology for identified need
	3.3 Prepare an action plan for the implementation of Social Media Technologies for a chosen purpose
	3.4 Identify the barriers to implementing the use of Social Media Technologies and suggest ways to overcome these
4 Be able to identify ways to support the use of Social Media Technologies	4.1 Create guidelines for the safe use of an appropriate Social Media Technology
	4.2 Suggest ways to manage the use of the chosen Social Media Technology

Indicative Content
1.1 Related to the principles of what Social Media is
1.2 Hardware, software and online versions
2.1 Research common types of Social Media technologies
2.2 Type, content, requirements, cost, accessibility, range, formats
2.3 Related to hardware, software, accessibility, connectivity, safe use, copyright
2.4 This information will vary but will mainly focus on the learner's own institution
3.1 Communication, education, collaboration, media sharing, staff development

3.2	This information will vary depending on your identified need
3.3	This information will vary, for example time, roles, resources, hardware, software, costs, accessibility, accessibility, overcoming barriers
3.4	Evaluate the issues that may occur during implementation with practical solutions planned for, e.g. compatibility, accessibility, privacy, data protection
4.1	Privacy, data protection, copyright, misuse, organisational policies and guidelines, terms and conditions, ownership, confidentiality, security
4.2	This information will vary, for example administration roles, moderators, safety guidelines

Assessment Method

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

Developing Skills, Understanding and Confidence of Others in E-learning

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

The aim of this unit is to enable learners to recognise, plan and deliver a one to one training session for an e-learning skill.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Be able to recognise an e-learning training need for an individual within an organisation	1.1 Assess the e-learning training needs of an individual
2 Develop a plan and resources to deliver one to one support on an identified e-learning skill	2.1 Understand and assess their own skills needed to deliver a one - to - one training session
	2.2 Plan a one - to - one training session on an identified e-learning skill for an individual
3 Deliver and evaluate a one to one training session on an identified e-learning skill	3.1 Deliver a one - to - one e-learning skills session that meets an individual's needs
	3.2 Evaluate the progress made by the individual against the original training needs
	3.3 Reflect on and evaluate the effectiveness of the training and identify ways in which it can be improved

Indicative Content

The unit covers the basis of training individuals in ILT and as such should start with a look at digital literacy and the misconceptions that may arise within a training environment. To help assess the needs of the client, some simple information gathering techniques should be covered. Learners should also be given the opportunity to assess their own skills in terms of training others and possibly plan for areas they deem to be weak.

Help with the planning of a training session should proceed taking part in an actual training session with an individual. The learner is only expected to train one person for around 30 minutes.

Learners should be given instruction on gathering feedback and analysing feedback from their clients. This should lead to some evaluation and self-reflection about the session they delivered and what improvements could be made for next time.

For 1.1 the learners should be able to gather information from a client and analyse the results to make a conclusion about the training needs of an individual.

For criteria 2.1 learners should analyse their own skills and highlight where there may be areas requiring improvement. Criteria 2.2 gives the learners the opportunity to create their own plan for their individual training session.

For the final criteria (3.1 and 3.2) the learner should deliver a one to one training session, gathering feedback and evaluating their performance.

Assessment Method

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

A/V Production

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

This unit is about the skills and competence required to safely operate audio and video recording hardware and software and then apply attained knowledge practically to combine both audio and visual elements in a suitable media project with awareness of legal and ethical implications using appropriate formats and evaluating final outcomes.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Develop competence in hardware and editing software used in video production suitable for media applications	1.1 Determine the content needed for video sequences and when to originate it
	1.2 Safely setup, configure and connect available video recording devices
	1.3 Use video hardware and software to capture and log new content
	1.4 Use established visual language and technical conventions to edit and produce video content which observes legal obligations
2 Develop competence in hardware and editing software used in audio production suitable for a variety of media applications	2.1 Determine the content needed for audio sequences and when to originate it
	2.2 Safely setup and connect available audio recording devices to record audio content for production needs
	2.3 Configure an audio computer interface; taking into account the software, equipment and the working environment
	2.4 Select and use appropriate audio software tools and techniques to edit sequences to achieve required effects observing legal obligations
3 Manage and present video and audio sequences suitable for a variety of media applications	3.1 Explain the features and constraints of playback software and devices as appropriate for different purposes
	3.2 Manage media projects; including backup, retrieval and transfer of all elements required and using file formats and compression appropriately
	3.3 Explain export formats, resolution, aspect ratio, file size, sample rates and compression for a range of online and digital mediums
	3.4 Organise, combine and link information for sequences in line with ethical and legal constraints (including copyright)
	3.5 Evaluate produced sequences with reference to technical quality and professional practice

Indicative Content
Learner initiated content: Originate and develop. Identify target audience including their needs and expectations. **Process**: Plan (e.g. storyboard, script, flow chart, sketches compose), prepare (e.g. information, risk assessment, equipment checklist). Agree with key contributors and client. Identify project milestones, dependencies, resources and timescales. **Devices**: PC, laptop, tablet, video camera, mobile phone, handheld video device. **Interfaces**: Cables and connectors; universal serial bus (USB), FireWire, Thunderbolt, Ethernet & memory cards. **Health and safety**: Electrical risks; physical risks; safe handling and storage. **Interfaces:** Cables and connectors; universal serial bus (USB), FireWire, Thunderbolt, Ethernet. **Organise:** Paper edit (edit decision list), marking-up and editing tools, naming files, assess quality. **Visual language / technical conventions:** Close-up, medium close-up, medium shot, wide shot, establishing shots, over the shoulder, basic transitions. 180º degree rule, continuity editing. **Edit**: Track select, search ripple, rolling, razor, pen, hand, zoom, duration and stretch editing tools. **Legal obligations**: Awareness and use of third party content, acknowledgement of sources, plagiarism and permissions. **Learner initiated content**: Originate and develop. **Process**: Plan, e.g. types of content: audio (e.g. music, sound effects, voiceovers); prepare (e.g. information, equipment). **Audio device**: PC, laptop, audio interface microphone, Dictaphone, mobile phone, handheld audio (e.g. MP3 player, iPod), speakers, amplifiers, headphones; the recording and playback chain. **Interfaces:** Cables and connectors; universal serial bus (USB), FireWire, Thunderbolt, Ethernet & memory cards. **Audio configuration:** Compatibility issues: between built-in codecs / drivers used by input device, available editing software, file formats, operating systems, and plug-ins. **Working environment**: Monitoring environment & levels; electrical risks; physical risks; safe handling and storage. **Sequence**: Import, cut, copy, paste, arrange, phrasing, effects, accuracy of pitch; rhythm; tempo; dynamics, step-time, real-time, quantisation, time stretch. MIDI, WAV. **Legal obligations**: Awareness and use of third party content, acknowledgement of sources, plagiarism, permissions. **Features and constraints**: Software supported memory usage, processing speed, screen resolution, transmission speeds (internal / external), compatibility, and system bottlenecks. **Store and retrieve**: Files (e.g. create, name, open, save, save as, print, close, find, share); import / export; file size; file properties, folders (e.g. create, name); archive (backup, restore). **File size**: Small, medium, large output aspects and file sizes, consideration of size vs quality (e.g. small – low resolution; large – high resolution; high / low sample rates). **File format**: Proprietary formats supported by software and intended use, e.g. YouTube, DVD etc.

Container formats: Audio (e.g. WAV, AIFF, MP3, OGG, flac); audio / video (e.g. 3GP, AVI, MP4, OGG, MOV), lossy and lossless compression, factors affecting video quality.

Combine audio and video into sequences: Cut, copy, paste, arrange track select, search ripple, rolling, razor, pen, hand, zoom, duration and stretch editing tools. Edit timeline assembly of assets, adjust image settings, and apply transitions, titles and / or captions.

Copyright constraints: Effect of copyright law (e.g. on music downloads or use of other third party content in the public domain), acknowledgement of sources, plagiarism, permission.

Copyright protection of published media available for internet download: Penalties and consequences of copyright infringement, e.g. withdrawal of use, payment of fees and / or compensation; UK and international copyright law – differences and variations, e.g. defining 'acceptable' or 'educational use'.

Technical quality: High or low contrast, colour balance, dropping frames, blurriness, pixilation, chromatic adoration, sound, e.g. clicks, disjoints, noise, unwanted artefacts and volume.

Professional practice: Obstacles overcome; legal, regulatory or financial constraints, client feedback and satisfaction; usefulness and impact of final product.

Assessment Method

Please note that this unit is assessed by a project based assessment with evidence derived from learner generated reports, technical quality of project based work and technical competence.

Converging Digital Technologies

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

This unit allows learners to investigate the rapid onset of converging technologies from telecom, media, entertainment, the IT industry and internet and how they are now pervading both private and work lives of the users. A research and practical based project facilitates the opportunity to develop and deploy a converging technology solution and to evaluate its effectiveness in practice.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Understand the implications of converging technologies	1.1 Explain what is meant by “converging technology”
	1.2 Explain the impact of converging technology on the workforce within a specific sector
2 Understand how converging technologies are currently being developed	2.1 Research and describe the changing converging technology expectations of employers and consumers within a chosen industry
	2.2 Describe examples of how converging technologies have been used to reach new audiences and generate revenues
3 Research and identify an opportunity to exploit converging technology	3.1 Explain opportunities for exploiting converging technologies
	3.2 Research and plan a test for an identified opportunity
4 Develop converging technology for an identified opportunity	4.1 Carry out planned text to utilise converging technology for an identified opportunity
	4.2 Evaluate planned test and present findings based on data collected from the converging technology users

Indicative Content

Assessment Method

Please note that this unit is assessed by a project based assessment with evidence derived from portfolio work, research and evaluative reports, technical quality of project based work and technical competence.

Graphic Design and Imagery

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

The aim of this unit is to introduce learners to different types of graphical images and file formats along with basic tools and techniques to enable the creation, modification, manipulation and transformation of digital images.

In this unit learners will utilise a range of input and capture devices (such as scanners, cameras and screen capture) to capture images as well as methods of digital storage (USB, Cloud or CD ROM) and output methods (print, screen, device) to produce both original and modified images that fulfil a client purpose and user needs.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Obtain, insert and combine information for images and designs	1.1 Define design purpose as well as identify client needs, target audience and user requirements
	1.2 Explain how the context affects the way images and designs should be prepared
	1.3 Provide guidance on what and how any copyright or other constraints may apply to the use of own and others' images and designs
	1.4 Obtain, insert and prepare images and designs
	1.5 Explain how file format affects image quality, format and size; including choosing appropriate formats for saving images and designs
	1.6 Store and retrieve files effectively, in line with guidelines and conventions where available
2 Use imaging software tools to create, manipulate and edit images and designs	2.1 Explain what technical factors affecting images and designs need to be taken into account and how these can be overcome
	2.2 Select and use suitable tools and techniques efficiently to create images
	2.3 Use guidelines and dimensioning tools to enhance precision
	2.4 Select and use tools and techniques to manipulate and edit images and designs
	2.5 Check images meet client and user needs and make corrections as necessary
	2.6 Identify and respond appropriately to quality problems to ensure that images and designs are fit for purpose and meet needs

Indicative Content
1.1 **Design purpose**: This will vary according to the task, for example, photos from a digital camera, scanned images, graphic elements, drawings, online resources 1.2 **Prepare designs / imagery**: Contexts will vary according to the software and task, for example: display, online, print, digital file 1.3 **Copyright constraints**: Effect of copyright law (e.g. on use of other people's images), acknowledgement of sources, avoiding plagiarism, permissions, creative commons 1.4 **Prepare designs / imagery**: Size, crop and position 1.4 **File formats for designs / imagery**: Will vary according to the content, for example, JPG for internet photo display, PNG for internet drawing display, SVG for graphic designs (the ISO standard most likely to be fully supported by web browsers); digital picture format (e.g. JPEG and PSD), Bitmap or raster picture formats (e.g. raw bitmaps, BMP and compressed formats JPEG and PNG), Vector graphics (e.g. SVG, WMF, EPS, AI), open formats (e.g. HTML, ODF, PDF and RTF), proprietary formats (e.g. pub. and qxd), method of compression (lossy, non-lossy). Converting files between different formats (e.g. JPEG to TIFF, compression of image data or Grayscale) 1.6 **Store and retrieve**: Files (e.g. create, name, open, save, save as, print, close, find); folders (e.g. create, name); archive (backup, restore) 2.1 **Technical factors affecting designs and images**: Page or canvas size; colour mode; file size and format; image resolution; method of display or printing; colour depth; technical differences between Vector and Bitmap or raster graphics 2.2 **Create designs / imagery**: Draw basic shapes and edit Vector properties to create new and more complex shapes; download digital photos from a camera; scan and resize images; add text and other elements such as lines, boxes and arrows; create more complicated designs using painting, drawing or image manipulation software; use layers for different elements (e.g. background, picture and text); use bleeds or crossovers; three dimensional (3D) objects and designs 2.3 **Precision**: Guidelines and dimensioning tools for designs / imagery precision enhancement 2.4 **Manipulate and editing techniques** *Basic techniques* – Align, rotate, flip, arrange, cut, paste, resize, change font, text and colour, group, ungroup. *Advanced techniques* – Change resolution, colour depth and file format to suit different uses; adjust images to ensure compatibility between different software and operating systems 2.5 **Check designs / imagery**: Size, alignment and orientation, suitability of file format, appropriate choice of colour mode and use of filters, fitness for purpose of image resolution 2.6 **Quality problems with designs / imagery**: Will vary according to the content, for example, levels, contrast, resolution, colour balance, unwanted content

Assessment Method

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

Introduction to Website Production

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

To enable learners to develop own understanding and practical skills in using and evaluating a range of web design tools. Investigate and evaluate existing websites for accuracy, relevancy, currency and ease of accessibility. Demonstrating best web design practice by creating websites that support and enhance the learning experience for learners with individual differences, perspectives and understanding.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Create structures and styles and use them to produce websites	1.1 Determine what website content and layout will be needed for each page and for the site
	1.2 Plan and create web page templates to layout content
	1.3 Select and use website features and structures to enhance website navigation and functionality
	1.4 Create, select and use styles to enhance website consistency and readability
	1.5 Provide guidance on laws, guidelines and constraints that affect the content and use of websites
	1.6 Explain compatibility issues that may arise from presenting content on multiple platforms
	1.7 Explain when and why to use different file types for saving content
2 Select and use website software tools and features to develop multiple page websites with multimedia and interactive features	2.1 Prepare content for web pages so that it is ready for editing and formatting
	2.2 Organise and combine information needed for web pages in line with any copyright constraints
	2.3 Select and use appropriate editing and formatting techniques
	2.4 Select and use programming and development techniques to add features and enhance websites
	2.5 Select and use file formats that make information easier to download
3 Publish and test multiple page websites with multimedia and interactive features	3.1 Select and use a programme to upload and publish the website and make sure files can be retrieved effectively from remote hosts
	3.2 Check web pages meet needs using IT tools and make corrections as necessary
	3.3 Identify any quality problems with websites and explain how to respond to them
	3.4 Respond to quality problems with websites to ensure outcomes are fit for purpose

Indicative Content
Create structures and styles and use them to produce websites Content: Mind map Plan: Purposes for audiences, target audience; age, gender, geographic location, styles; language, font types, font sizes, graphics, colours, fonts; storyboards. Laws and guidelines: Identity theft, hacking, viruses; Data Protection Act, Copyright Act, constraints Compatibility issues: File types – Bitmap, Vector, JPG, GIF, WAV, MP3, AVI, Swf **Select and use website software tools and features to develop multiple page websites with multimedia and interactive features** Design tools: Mood boards, storyboarding; layout techniques Software: HTML, CSS Structure: Layout of pages; navigation; format of content and cascading style sheets (CSS); interactive Layout: Background; repeated content (copyright, trademark, logo, head, sub-head, body) Tools: Headings; paragraphs; font formatting; font styling; background formatting, e.g. colours, images; table, images; hyperlinks; email links; embedding videos; forms; CSS File formats: To download information, e.g. Rich Text Format (RTF), HTML etc. **Publish and text multiple page websites with multimedia and interactive features** Review: Proof reading; functionality testing, e.g. browsers, links, navigation; content; user expectation; audit of changes Publishing: Publication of completed site; review; testing

Assessment Method

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

Mobile Technologies

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

Mobile learning is defined as “learning across multiple contexts, through social and content interactions, using personal electronic devices”. In other words, with the use of mobile devices, learners can learn anywhere and at any time.

This unit introduces learners to M-learning technologies including handheld computers, MP3 players, notebooks, mobile phones and tablets. M-learning focuses on the mobility of the learners, interacting with portable technologies, and learning that reflects a focus on how society and its institutions can accommodate and support an increasingly mobile population.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Identify and evaluate different types of mobile devices	1.1 Describe the purpose of the different features and drawbacks of mobile devices
	1.2 Evaluate mobile devices in terms of compatibility with other devices, accessibility and effectiveness
	1.3 Identify health and safety issues, E safety issues and relevant legislations
	1.4 Describe the benefits of using collaborative mobile devices to enhance the learning experience and overcome barriers to learning
2 Prepare, set up and configure mobile devices for use	2.1 Describe different methods that can be used to access mobile networks
	2.2 Select, use and customise interface features and settings to meet the needs of the individual
	2.3 Describe different types of secure connection methods that can be used between devices
	2.4 Describe software requirements and techniques to connect and synchronise devices
	2.5 Recognise copyright and other constraints on the use and transfer of information
	2.6 Create guidelines for others on setting up and configuration of mobile devices
3 Utilise mobile devices for teaching, learning and assessment	3.1 Capture activities from, for example, images, video, audio
	3.2 Access augmented reality, for example, qr codes, augmented reality objects
	3.3 Access online resources, e.g. website, vle, pdf, related apps, i.e. dropbox and specific apps
	3.4 Evaluate impact on teaching, learning and assessment
4 Create learning aids and materials	4.1 Plan and prepare learning / support / information sheets for specific mobile devices to be accessed, e.g. how to use the device, how to store and retrieve information, how to embed use of device into teaching and training programmes
	4.2 Test the learning / support / information sheets developed
	4.3 Evaluate the learning / support / information sheets with regard to content and impact on learning

Indicative Content

Assessment Method

Please note that this unit is assessed by a portfolio of evidence which includes evidence of utilising a variety of Mobile technologies.

Storyboarding

Credit Value of Unit: 3 **GLH of Unit: 30** **Level of Unit: 3**

Introduction

The aim of this unit is to give the learner the skills, knowledge and techniques required to effectively plan and storyboard using digital technology. The learner will use project planning techniques alongside the development of the technical digital production skills that will allow them to successfully plan and storyboard.

Learning Outcomes The learner will	Assessment Criteria The learner can
1 Specify the requirements of a project	1.1 Produce a specification of requirements that include ▪ Intended audience ▪ Purpose of the product ▪ Narrative structure and key features ▪ The intentions of usage and the constraints this may present
2 Demonstrate knowledge of storyboarding	2.1 Identify, explore and evaluate a range of digital planning and storyboarding tools
	2.2 Experiment with digital and traditional techniques in producing a storyboard
	2.3 Explain how to utilise digital planning tools to convey key messages
3 Understand how to design a storyboard	3.1 Develop a detailed plan for a storyboard
	3.2 Implement effective technologies to aid the construction of a digital storyboard
	3.3 Describe the use of digital planning tools
4 Be able to demonstrate an understanding of the role of storyboarding in the digital learning environment	4.1 Create and edit a digital storyboard
	4.2 Use a range of digital tools that meet the requirements of the proposed project

Indicative Content

Assessment Method

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

Summary Record of Achievement
Level 3 Award and Diploma in Digital Learning Design

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Introduction to the Digital Learning Environment	3	3			
Professional and Personal Development	3	3			
Working in a Digital Learning Lifecycle	3	4			
Effective Communication for Digital Learning Design	3	3			
User Experience Design	3	4			
Quality and Standards	3	3			
Investigating and Analysing Requirements for Digital Learning Designs	3	3			
Collaborative Technologies and Outcomes	3	3			
Emerging Digital Software	3	3			
Introducing Immersive Technologies	3	3			
Technical Advice and Guidance	3	3			
Using Social Media Technologies	3	3			
Developing Skills, Understanding and Confidence of Others in E-learning	3	3			
A/V Production	3	3			
Converging Digital Technologies	3	3			

Graphic Design and Imagery	3	3			
Introduction to Website Production	3	3			
Mobile Technologies	3	3			
Storyboarding	3	3			

Learner Name _____

Minimum Credit Value of Qualification Award: 12 Diploma: 41

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 mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Tracking Sheet

Introduction to the Digital Learning Environment

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Define the term 'Digital Learning Environment'				
1.2 Describe the advantages and disadvantages of using a Digital Learning Environment				
1.3 Identify a range of commercial and open source platforms to support digital learning				
1.4 Select an appropriate Digital Learning Environment for an identified need				
2.1 Identify the communication functions of a Digital Learning Environment				
2.2 Identify the content management functions of a Digital Learning Environment				
2.3 Identify the user management features of a Digital Learning Environment				
2.4 Identify the customisation functions of a Digital Learning Environment				
2.5 Identify the administration functions of a Digital Learning Environment				
3.1 Plan and arrange a design for use with a Digital Learning Design				
3.2 Use administration tools for a chosen purpose				
3.3 Insert, upload or apply a range of static content for a Digital Learning Environment				
3.4 Combine a range of media using a Digital Learning Environment				
3.5 Apply basic accessibility functions to the Digital Learning Environment				

4.1 Describe the limitations with implementing a Digital Learning Environment in a chosen organisation				
4.2 Suggest ways to improve the use of a Digital Learning Environment				
4.3 Respond to problems with using a Digital Learning Environment				
4.4 Evaluate the benefits of using a Digital Learning Environment compared to non digital methods				

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

Professional and Personal Development

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify developmental needs of personal and professional skills				
1.2 Plan goals and activities to meet developmental needs				
1.3 Reflect on development activity and feedback from others				
1.4 Evaluate personal and professional skills				
2.1 Work to deadlines				
2.2 Identify communication issues for independent work carried out within a team				
2.3 Understand organisational standards and values for work undertaken				
2.4 Understand the responsibilities of colleagues				
2.5 Identify obstacles to teamwork				
3.1 Identify the impact on e-learning development and practices and practices of appropriate legislation, including data protection, licensing and copyright				
3.2 Review recent developments in legislation				
3.3 Explore ethical issues related to e-learning activities				

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

Working in a Digital Learning Lifecycle

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the impact of establishing purpose, scope, timescale, resource requirements, aims and objectives of a digital learning project				
1.2 Describe how to identify purpose, scope, timescale, resource requirements, aims and objectives of a digital learning project				
1.3 Describe how to identify potential issues and risks				
1.4 Outline the stages of the project lifecycle				
2.1 Establish purpose, scope, timescale, resource requirements, aims and objectives of a digital learning project from its specification				
2.2 Identify measures by which established outcomes will be judged				
2.3 Identify methods that can be used to monitor the progress and outcomes of a project during its lifecycle, such as milestones, checkpoint meetings and quality reviews				
2.4 Prepare project plans to include objectives, milestones and individual contributions				
3.1 Explain the purpose of including and meeting planned milestones within a project				
3.2 Review project progress against planned milestones				
3.3 Review project outcomes against planned objectives				

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

Effective Communication for Digital Learning Design

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the principles of effective communication				
1.2 Discuss potential barriers to effective communication				
1.3 Describe a range of effective interpersonal communication methods				
1.4 Describe a range of effective interpersonal communication skills				
1.5 Describe ways to adapt communication methods to ensure accessibility for all				
2.1 Follow organisational guidelines and procedures				
2.2 Structure writing into a logical framework				
2.3 Use English grammar, spelling, syntax and punctuation correctly				
3.1 Discuss the role of image in communication				
3.2 Describe how to use image and text to enhance equality of access				
3.3 Outline the sequence of activities used in producing an online layout				
3.4 Explain the concept of copyright in own organisational context and its relevance and significance for digital learning design				

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

Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

User Experience Design

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Investigate design principles, concepts or strategies to attract, engage and hold users in digital learning design				
1.2 Analyse design principles, concepts or strategies related to enhancing user experience in digital learning design				
1.3 Justify design decisions, strategies and approaches to enhance the user experience using design principles, concepts or strategies				
2.1 Investigate recent science research around the enhancement of user experience in digital learning design				
2.2 Analyse science research related to enhancing user experience in digital learning design				
2.3 Justify design decisions, strategies and approaches to enhance the user experience using scientific research				
3.1 Investigate assessment methods for the enhancement of user experience in digital learning design				
3.2 Analyse assessment methods related to enhancing user experience in digital learning design				
3.3 Justify design decisions, strategies and approaches to enhance the user experience using a range of assessment methods				

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

Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Quality and Standards

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe two 'Quality Models'				
1.2 Explain how one model has been applied in an e-learning context				
2.1 Create a set of service standards that should be considered when developing digital learning resources				
3.1 Describe a range of accessibility issues that should be considered when creating digital learning resources				
3.2 Evaluate the issues encountered when designing digital resources for a client				
3.3 Understand and use the design standards of an organisation				
4.1 Explain the importance of technical standards and protocols within e-learning				

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

Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Investigating and Analysing Requirements for Digital Learning Designs

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Implement organisational guidelines and procedures				
1.2 Actively focus on information that other people are communicating				
1.3 Interpret learning, business or technical terminology				
1.4 Apply language and style to spoken content for the audience and communication context				
1.5 Clarify the intended outcome of proposed digital learning designs				
1.6 Clarify the main functional and performance requirements of proposed digital learning designs				
1.7 Identify constraints (e.g. financial, time) of proposed digital learning designs				
2.1 Summarise information to extract relevant points				
2.2 Apply written format and style for the audience and communication method				
2.3 Convey ideas and information clearly and concisely				
2.4 Use learning, business or technical terminology				
2.5 Specify the intended outcome of proposed digital learning designs				
2.6 Specify the main functional and performance requirements of digital learning designs				

2.7 Specify proposed digital learning designs and present them for audience				
3.1 Evaluate digital learning design specifications against intended functional, performance and learning outcomes				
3.2 Evaluate digital learning design specifications against identified constraints				
3.3 Evaluate the degree of accessibility of digital learning design specifications				
3.4 Assess the suitability of proposed digital learning design specifications for specific contexts				

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

Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Collaborative Technologies and Outcomes

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Determine the IT tools and processes needed to improve personal and collaborative working				
1.2 Explain the benefits and limitations of different collaborative IT related tools and devices for work related purposes				
1.3 Explain how collaborative technologies can be used to overcome barriers and enhance effective team communications				
2.1 Explain why guidelines need to be established for working with collaborative technologies				
2.2 Develop and apply own guidelines for working with collaborative technologies				
2.3 Develop ideas to address the potential risks in using collaborative technologies for different purposes				
3.1 Summarise ways to integrate different collaborative technology tools and devices for a range of purposes, e.g. tasks, communication and media				
3.2 Explain potential access and compatibility issues with using different collaborative technology tools and devices				
3.3 Resolve access and compatibility problems so that different collaborative tools and devices work successfully				
4.1 Review levels of access and permissions for different purposes				
4.2 Select and use different elements across applications to create environments for collaborative technologies				
4.3 Set and adjust settings to facilitate use of collaborative technologies by others				

4.4	Outline recommended best practice to benefit collaborative working				
5.1	Determine levels of responsibility for the use of collaborative technologies				
5.2	Facilitate colleagues' responsible contributions and assist with engagement in using collaborative technologies				
5.3	Manage the moderation of collaborative technologies				
5.4	Evaluate collaborative technologies and provide feedback to others on their use of working to achieve outcomes in a constructive and considerate manner				
5.5	Diagnose issues or problems that occurred while using collaborative technologies				
5.6	Respond to problems with collaborative technologies and be prepared to help others to do so				

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

Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Emerging Digital Software

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify the purpose for using Emerging Digital Software				
1.2 Select and use Emerging Digital Software				
1.3 Explain how the context affects the way content should be presented				
1.4 Plan the use of different types media required to meet needs				
1.5 Provide guidance on any copyright constraints that apply to the use of own or others' information and media				
2.1 Explain what technical factors affecting resources need to be taken into account and how to do so				
2.2 Select and use a combination of input devices, software and input techniques to collect relevant data				
2.3 Manage data files effectively in line with local and / or legal guidelines and conventions				
2.4 Identify and respond appropriately to quality problems to ensure that outcomes are fit for purpose and meet needs				
3.1 Use Emerging Digital Software to combine information in different formats				
3.2 Select and use appropriate tools and techniques to manipulate media and information efficiently				
3.3 Create, change and use an appropriate structure to organise information effectively				
3.4 Check completed product meets needs using IT tools and make corrections as necessary				
4.1 Evaluate the use of Emerging Digital Software to ensure products are fit for purpose				
4.2 Identify improvements to be made and implement solutions to improve quality				

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

Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Introducing Immersive Technologies

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify different types of immersive technologies				
1.2 Identify a need for using immersive technologies				
1.3 Select an immersive technology and explain why it meets the need				
2.1 Identify the types of content to be accessed using immersive technologies				
2.2 Explain what platforms should be used to deliver immersive technologies				
2.3 Explain the benefits and risks of accessing immersive technologies				
2.4 Identify any copyright constraints relating to information and resources used				
3.1 Select and use techniques to link and combine information within immersive technology software				
3.2 Select and use techniques to edit and format information within immersive technology software				
3.3 Explain potential access and compatibility issues with immersive technologies				
4.1 Configure the user interface to meet needs				
4.2 Set-up components of an immersive technology system safely, including hardware devices				
4.3 Ensure Virtual content has been configured to meet needs				
4.4 Respond to problems with immersive technology systems and be prepared to help others to do so.				
4.5 Respond to abuse of social media technology and follow relevant reporting procedures.				

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

Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Technical Advice and Guidance

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe how technical advice and guidance can be used to resolve problems				
1.2 Describe how technical advice and guidance can be used to improve performance				
1.3 Describe the types, sources and applicability of information which can form the basis of technical advice and guidance				
1.4 Describe the procedures and constraints which can apply to the provision of technical advice and guidance				
1.5 Identify circumstances where technical advice and guidance should be provided proactively rather than reactively in response to customer requests				
2.1 Determine the purposes for which technical advice and guidance is required				
2.2 Verify that customers are entitled to receive the requested technical advice and guidance				
2.3 Communicate effectively with customers to elicit sufficient information to enable correct technical advice and guidance to be provided				
2.4 Source and interpret relevant technical information to provide advice and guidance in response to customer requests				
2.5 Follow organisational procedures for responding to customer requests including the timely escalation of those for which technical advice and guidance cannot be provided or does not resolve the request				
2.6 Communicate technical advice and guidance to customers in a format and style which meets their needs, confirming customer understanding of the information provided				
3.1 Identify the purposes for which the technical advice and guidance is required				

3.2 Identify the customers, and their level of technical knowledge, to whom the technical advice and guidance should be provided				
3.3 Follow organisational procedures for providing proactive technical advice and guidance				
3.4 Develop technical advice and guidance in a format and style which takes into account the customers' level of technical knowledge				

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

Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Using Social Media Technologies

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe the term 'Social Media'				
1.2 Describe the term 'Social Media Technologies'				
2.1 Identify a range of Social Media Technologies				
2.2 Compare the features of different Social Media Technologies				
2.3 Describe the benefits and limitations of using Social Media Technologies				
2.4 Describe the current uses of Social Media for an organisation				
3.1 Identify a need for the use of Social Media Technologies within a chosen organisation				
3.2 Select a Social Media Technology for identified need				
3.3 Prepare an action plan for the implementation of Social Media Technologies for a chosen purpose				
3.4 Identify the barriers to implementing the use of Social Media Technologies and suggest ways to overcome these				
4.1 Create guidelines for the safe use of an appropriate Social Media Technology				
4.2 Suggest ways to manage the use of the chosen Social Media Technology				

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

Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Developing Skills, Understanding and Confidence of Others in E-learning

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Assess the e-learning training needs of an individual				
2.1 Understand and assess their own skills needed to deliver a one - to - one training session				
2.2 Plan a one - to - one training session on an identified e-learning skill for an individual				
3.1 Deliver a one - to - one e-learning skills session that meets an individual's needs				
3.2 Evaluate the progress made by the individual against the original training needs				
3.3 Reflect on and evaluate the effectiveness of the training and identify ways in which it can be improved				

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

Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

A/V Production

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Determine the content needed for video sequences and when to originate it				
1.2 Safely setup, configure and connect available video recording devices				
1.3 Use video hardware and software to capture and log new content				
1.4 Use established visual language and technical conventions to edit and produce video content which observes legal obligations				
2.1 Determine the content needed for audio sequences and when to originate it				
2.2 Safely setup and connect available audio recording devices to record audio content for production needs				
2.3 Configure an audio computer interface; taking into account the software, equipment and the working environment				
2.4 Select and use appropriate audio software tools and techniques to edit sequences to achieve required effects observing legal obligations				
3.1 Explain the features and constraints of playback software and devices as appropriate for different purposes				
3.2 Manage media projects; including backup, retrieval and transfer of all elements required and using file formats and compression appropriately				
3.3 Explain export formats, resolution, aspect ratio, file size, sample rates and compression for a range of online and digital mediums				
3.4 Organise, combine and link information for sequences in line with ethical and legal constraints (including copyright)				
3.5 Evaluate produced sequences with reference to technical quality and professional practice				

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

Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Converging Digital Technologies

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain what is meant by 'converging technology'				
1.2 Explain the impact of converging technology on the workforce within a specific sector				
2.1 Research and describe the changing converging technology expectations of employers and customers within a chosen industry				
2.2 Describe examples of how converging technologies have been used to reach new audiences and generate revenues				
3.1 Explain opportunities for exploiting converging technologies				
3.2 Research and plan a test for an identified opportunity				
4.1 Carry out planned test to utilise converging technology for an identified opportunity				
4.2 Evaluate planned test and present findings based on data collected from the converging technology users				

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

Graphic Design and Imagery

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Define design purpose as well as identify client needs, target audience and user requirements				
1.2 Explain how the context affects the way images and designs should be prepared				
1.3 Provide guidance on what and how any copyright or other constraints may apply to the use of own or others' images and designs				
1.4 Obtain, insert and prepare images and designs				
1.5 Explain how file format affects image quality, format and size; including choosing appropriate formats for saving images and designs				
1.6 Store and retrieve files effectively, in line with guidelines and conventions where available				
2.1 Explain what technical factors affecting images and designs need to be taken into account and how these can be overcome				
2.2 Select and use suitable tools and techniques efficiently to create images				
2.3 Use guidelines and dimensioning tools to enhance precision				
2.4 Select and use tools and techniques to manipulate and edit images and designs				
2.5 Check images meet client and user needs and make corrections as necessary				
2.6 Identify and respond appropriately to quality problems to ensure that images and designs are fit for purpose and meet needs				

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

Introduction to Website Production

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Determine what website content and layout will be needed for each page and for the site				
1.2 Plan and create web page templates to layout content				
1.3 Select and use website features and structures to enhance website navigation and functionality				
1.4 Create, select and use styles to enhance website consistency and readability				
1.5 Provide guidance on laws, guidelines and constraints that affect the content and use of websites				
1.6 Explain compatibility issues that may arise from presenting content on multiple platforms				
1.7 Explain when and why to use different file types for saving content				
2.1 Prepare content for web pages so that it is ready for editing and formatting				
2.2 Organise and combine information needed for web pages in line with any copyright constraints				
2.3 Select and use appropriate editing and formatting techniques				
2.4 Select and use programming and development techniques to add features and enhance websites				
2.5 Select and use file formats that make information easier to download				
3.1 Select and use a programme to upload and publish the website and make sure files can be retrieved effectively from remote hosts				

3.2 Check web pages meet needs using IT tools and make corrections as necessary				
3.3 Identify any quality problems with websites and explain how to respond to them				
3.4 Respond to quality problems with websites to ensure outcomes are fit for purpose				

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

Mobile Technologies

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe the purpose of the different features and drawbacks of mobile devices				
1.2 Evaluate mobile devices in terms of compatibility with other devices, accessibility and effectiveness				
1.3 Identify health and safety issues, e-safety issues and relevant legislations				
1.4 Describe the benefits of using collaborative mobile devices to enhance the learning experience and overcome barriers to learning				
2.1 Describe different methods that can be used to access mobile networks				
2.2 Select, use and customise interface features and settings to meet the needs of the individual				
2.3 Describe different types of secure connection methods that can be used between devices				
2.4 Describe software requirements and techniques to connect and synchronise devices				
2.5 Recognise copyright and other constraints on the use and transfer of information				
2.6 Create guidelines for others on setting up and configuration of mobile devices				
3.1 Capture activities from, for example, images, video, audio				
3.2 Access augmented reality, for example, qr codes, augmented reality objects				
3.3 Access online resources, e.g. website, vle, pdf, related apps, i.e. dropbox and specific apps				
3.4 Evaluate impact on teaching, learning and assessment				

4.1 Plan and prepare learning / support / information sheets for specific mobile devices to be accessed, e.g. how to use the device, how to store and retrieve information, how to embed use of device into teaching and training programmes				
4.2 Test the learning / support / information sheets developed				
4.3 Evaluate the learning / support / information sheets with regard to content and impact on learning				

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

Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Storyboarding

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Produce a specification of requirements that include ▪ Intended audience ▪ Purpose of the product ▪ Narrative structure and key features ▪ The intentions of usage and the constraints this may present				
2.1 Identify, explore and evaluate a range of digital planning and storyboarding tools				
2.2 Experiment with digital and traditional techniques in producing a storyboard				
2.3 Explain how to utilise digital planning tools to convey key messages				
3.1 Develop a detailed plan for a storyboard				
3.2 Implement effective technologies to aid the construction of a digital storyboard				
3.3 Describe the use of digital planning tools				
4.1 Create and edit a digital storyboard				
4.2 Use a range of digital tools that meet the requirements of the proposed project				

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

Learner Signature _____ Date _____

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Internal Verifier (if sampled) _____ Date _____

Resources to support the delivery of this qualification (including physical resources)

The physical resources required to deliver this qualification will depend to some extent on which optional units are to be delivered. The list below is not exhaustive.

- High end computers
  - Core i7 processor
  - 4GB memory
  - Minimum operating system - Windows 7
  - Read and Write DVD
- Authoring software, e.g. Articulate Storyline
- Video editing software, e.g. Final Cut Pro or Camtasia
- Web creation software, e.g. Dreamweaver or InDesign
- Music software, e.g. Wave Pad or Magix
- Graphic design software, e.g. Adobe Photoshop or Illustrator
- Mobile technology, e.g. tablets and digital cameras