

The Teacher/Trainer eLearning Competency Framework Skillscheck

The aim of the Skillscheck is to introduce you to the Teacher/Trainer eLearning Competency Framework and enable you to position yourself against the competencies contained in the Framework. The framework has been designed to describe those competencies considered essential for learning professional using knowledge, information and learning technologies to help learners learn more efficiently and effectively and describes in detail the performance expected and the underpinning knowledge and understanding required for a competent performance.

At this stage we are concerned only with your work activities and responsibilities – *what* your job entails, rather than *how well you do it*. Skillscheck is a series of Activity Checklists that help you to compare what you do (or have done recently) at work with the activities and responsibilities described in the competency framework.

The focus here is on individual competencies. We should not however forget that most individuals work as team members and that this tool could be used to obtain an overview of collective competencies.

Who is Skillscheck for?

As well as teachers, trainers and tutors, librarians, work-based coaches and mentors and others who would not be classed as ‘professional educators’ but are involved in helping others to learn on an occasional or part-time basis, may well find a competency framework useful, both to help them carry out these activities, and also perhaps to enable them to gain recognition for their achievements.

How to use Skillscheck

Before starting to use Skillscheck, we advise you to look at the Competency Framework User Guide, which explains the uses to which the tools can be put.

As you can see, the Skillscheck contains a summary of the activities contained in an element of competence on the left. The exact reference for the competency is to be found in the column on the right entitled *Competency Framework Reference*. There are two columns to be completed indicating whether or not you currently carry out the activities described: in the sections entitled *Yes* and *No*, you put a tick (✓). Depending on the number of ‘Yes’ replies you have and the reason for carrying out the exercise, you can decide on the relevancy of that particular part of the Competency Framework to your situation today. You may decide that it has no current relevance, although you might find it worthwhile asking yourself if you should consider expanding your range of competencies. If on the other hand, you find the competencies of immediate relevance, you can turn to the full Competency Framework in order to look at the knowledge requirements and performance criteria associated with these activities, carry out a self-assessment or request feedback from your managers, colleagues or learners.

In addition to the summary of the competencies contained in the Skillscheck grids, we have included the list of core knowledge requirements that we see as being essential for eLearning practitioners. This list will give you an idea of the context of the competencies. Each unit of competence is also accompanied by specific knowledge requirements.

Core Knowledge Requirements

The following list indicates the knowledge requirements that are central to the first six core competency areas. Additional knowledge requirements are also indicated for individual units of competence.

To perform competently in the competency framework you need to know, understand and be able to apply:

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Organisational context

- the organisation's requirements regarding learners' participation, progress and achievements
- the organisation's resource constraints

Health and safety

- occupational health and safety regulations pertinent to your responsibilities
- the organisation's occupational health and safety policies
- your own responsibility for ensuring a healthy and safe learning environment
- how to deal with breaches in health and safety requirements promptly and in line with organisational and legal requirements.
- how to obtain help where necessary for the maintenance of health and safety

Legal requirements

- relevant data protection legislation: and how to ensure that this is rigorously applied
- relevant legislation with regard to individual rights and equality of opportunity
- the law of copyright and how this may restrict the use of certain resources

Learning technologies

- the range of ways KILT (hardware, software and systems) may be used to facilitate the learning of others
- the ways in which KILT can help match learning opportunities to learners' abilities, aspirations, needs and learning styles
- how to adapt KILT resources to the requirements and constraints of the learning environment
- how to provide learners with the KILT resources and facilities required to put into practice the learning objectives of the event, e.g.
 - electronic white board
 - email,
 - forum and discussion group
 - virtual media or resources centre
 - tools (java applets, simulation, etc.)

Learning and development

- how to establish learning objectives
- how to evaluate the extent to which learning objectives have been achieved.
- the characteristics of formal, non-formal and informal learning
- ways of learning, learning styles and appropriate learning strategies in relation to the required outcomes of learning programmes
- the importance of helping learners to identify their learning needs and select learning opportunities autonomously, and how to do so
- how to analyse the suitability of different learning opportunities with regard to the range of abilities, aspirations, needs and learning styles learners may have
- methods of assessing learners
- how to provide constructive feedback to learners, both formative and summative
- methods of assessing learning programmes
- how to plan and promote application of learning

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Providing support

- methods of giving information, advice and support in a manner that promotes individual autonomy and encourages self-development
- general and specific sources of guidance
- the range of resources and tools for providing support to individual learners and groups of learners, e.g.
 - email, computer mediated communication, telephone
 - journals, mailing lists
 - learning communities, communities of practice
 - colleagues, management, family
 - professional bodies and communities
- own limits in terms of giving advice and guidance
- sources of referral
- how to communicate and interact with learners in a manner that fosters learners' confidence, self-esteem and self-image

Monitoring and evaluation

- how to evaluate whether the outcomes of learning indicate that learning opportunities are suitable to learners' particular abilities, aspirations, needs and learning styles
- the importance of evaluating the effectiveness of activities, and how to make valid evaluations
- the importance of maintaining complete, accurate and up-to-date records and how to do so using KILT.
- how to analyse information to identify trends and common and emerging problems
- the importance of involving users in evaluating the quality of the support they receive, and how to do so

Managing resources

- how to provide individual learners and groups of learners with the resources required to achieve their learning objectives
- how to adapt resources to the requirements of the learning environment

Communication

- how to ensure that all those involved in the learning event recognise their responsibility for ensuring an optimal learning environment

Continual improvement

- how to use information and experience to improve systems and personal performance

Accessibility

- the importance of providing access to learning to all, regardless of physical or intellectual disabilities or environmental disadvantages
- basic principles of ensuring accessibility in the learning environment
- the range of KILT tools available for identifying preferred learning styles and needs of learners with a diverse range of abilities
- how to exploit the possibilities offered by KILT to ensure accessibility

Professional ethics

- the attitudes and behaviour expected of professional teachers/trainers

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N.B. the term organisation is used here to describe the entity responsible for providing the learning services. This may be your own organisation (of any size including freelance training services) or an external organisation that has commissioned your services.

Key Area A – Preparing the Learning Event

Activities/responsibilities Are you responsible for:	Yes	No	Competency Reference
Providing guidance to learners and staff for the effective use of KILT by			Unit A.1
Supporting staff in acquiring and developing the knowledge and skills needed for using knowledge, information and learning technologies (KILT) to facilitate the learning of others			Element A.1
Identifying the knowledge and skills staff need to apply KILT effectively to facilitate the learning of others			
Identifying what staff know and can do and what they need to learn in order to use KILT effectively			
Providing guidance to help staff develop the knowledge and skills they need			
Evaluating to what extent staff have developed the required knowledge and skills			
Developing and promoting appropriate resources and support for staff			
Helping learners to acquire and continuously develop their use of KILT			Element A 1.2
Identifying what learners know and can do and what they need to learn in order to use KILT effectively			
Helping learners develop the knowledge and skills they need			
Providing learners with practical opportunities to apply their knowledge and skills in using KILT			
Evaluating to what extent learners have developed the required knowledge and skills			
Preparing participants for the learning event by			Unit A.2
Preparing learners for the learning event			Element A.2.1
Checking learner prerequisites to attend the learning event			
Providing essential information to learners in advance of the learning event.			
Establishing in negotiation with learners the criteria for success for the learning event.			
Encouraging learner feedback			
Making arrangements for learners with special needs.			
Preparing contributors to the learning event			Element A.2.2
Providing essential information to contributors about learners' current knowledge and skills			
Briefing contributors on the input and activities of other contributors			
Providing contributors with opportunities and facilities to enable effective collaboration			
Providing contributors with guidance to enable them to observe required procedures and protocols			
Agreeing tracking, reporting and evaluation methods with contributors, using KILT where appropriate			
Designing learning programmes by			Unit A.3
Designing a learning programme			Element A.3.1

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Activities/responsibilities Are you responsible for:	Yes	No	Competency Reference
Identifying the learning requirements to be addressed.	□	□	
Selecting options for meeting learner requirements to ensure that learners can achieve learning objectives	□	□	
Selecting options for meeting learning requirements that promote equality of opportunity and access to learning and achievements.	□	□	
Ensuring that learning programmes specify how learning requirements will be met and the opportunities available to do so.	□	□	
Specifying methods of evaluating the effectiveness of the learning programme	□	□	
Specifying methods of monitoring and reviewing learners' progress and assessing their achievements.	□	□	
Specifying provision for the support of learners	□	□	
Specifying the roles and responsibilities of those involved in delivering the learning programme and obtaining their agreement.	□	□	
Identifying additional resources required to deliver the programme	□	□	
Designing challenging and relevant learning	□	□	Element A.3.2
Defining the necessary conditions and resources for relevant practice	□	□	
Planning a variety of learning experiences and media making effective use of KILT	□	□	
Ensuring that planned learning experiences are authentic	□	□	
Planning learner access to relevant information sources	□	□	
Design learning programmes to enable application by learners	□	□	
Designing feedback	□	□	Element A.3.3
Defining types and levels of feedback to be provided to learners	□	□	
Defining the level of interaction between learners and others to produce feedback	□	□	
Defining when and how feedback will be produced	□	□	
Defining external sources of diagnosis and correction	□	□	
Developing KILT-based learning resources by	□	□	Unit A.4
Agreeing specifications for learning resources	□	□	Element A.4.1
Establishing nature of learning objectives, content and format of learning resources in line with learner requirements	□	□	
Establishing the characteristics of the learning environment in which the resources will be used	□	□	
Collaborating with subject, learning and design specialists to develop specifications for KILT	□	□	
Drafting specifications, complying with design information and meeting recognised technical conventions	□	□	
Developing learning resources according to specifications	□	□	Element A.4.2
Defining and agreeing on the method of development	□	□	
Designing, developing and testing user interface with learning activities	□	□	
Drafting resources according to technical specifications	□	□	
Developing complete learning resources	□	□	
Importing resources to delivery platform (s) and testing correct functioning	□	□	
Testing usability and capability of resources	□	□	

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Activities/responsibilities Are you responsible for:	Yes	No	Competency Reference
Reviewing the design and development process and identifying ways of improving it	□	□	Element A.4.3
Using authoring tools to develop learning resources according to specifications	□	□	
Identifying and assessing authoring tools for their capability to support authors by combining existing components	□	□	
Selecting authoring tools appropriate for authors' abilities, complexity of learning resources and their operation	□	□	
Commissioning training in using the tools or alternative tools	□	□	
Operating authoring tools	□	□	
Identifying and remedying bugs and other problems while using authoring tools	□	□	
Identifying and exploiting opportunities to improve efficiency of development	□	□	
Producing resources, assessing them and confirming them as meeting specifications	□	□	
Storing finished resources securely and making them available where appropriate	□	□	
Selecting and implementing learning resources by	□	□	Unit A.5
Identifying sources of KILT-based learning materials	□	□	Element A.5.1
Identifying sources of learning resources and keeping updated	□	□	
Participating in networks and learning communities involved in developing and using KILT-based learning materials	□	□	
Identifying a range of sources of materials to meet the organisation's current and future needs	□	□	
Assessing sources of materials	□	□	
Publicising sources of materials	□	□	
Selecting KILT-based learning and support resources by	□	□	
Establishing criteria for selection of learning and support resources	□	□	
Establishing criteria for assessing current learning resource provision	□	□	
Assessing current provision for learning resources and commissioning and managing the production of new resources	□	□	
Assessing the quality and appropriateness of available KILT resources for decision-making	□	□	
Assessing the ability of the organisation's KILT infrastructure to support learning delivery	□	□	
Carrying out evaluation of learning resources in order to make necessary changes to provision and practice	□	□	
Integrating learning resources in the learning environment	□	□	
Testing the compatibility of the learning resource with existing resources	□	□	
Testing the usability and capability of learning resources	□	□	
Establishing systems for gathering information on the use of resources and evaluating their effectiveness	□	□	
Involving learners and colleagues in evaluating the effectiveness of learning resources	□	□	
Gathering information about the use of resources	□	□	
Evaluating the effectiveness of the designed materials	□	□	
Providing information about the effectiveness of the designed materials	□	□	

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Key Area B – Running a Learning Event

Activities/responsibilities Are you responsible for:	Yes	No	Competency Framework Ref.
Facilitating a learning event by			Unit B.1
Opening a learning programme			Element B.1.1
Introducing learners to the learning environment (physical and digital)			
Introducing learners to the content, schedule and activities of the proposed learning programme			
Informing learners about access to technical and learning support			
Providing a test space for practising working with the environment			
Establishing the rules and procedures for communication with others			
Helping learners to identify their preferred learning styles			
Establishing with learners how they will learn in the learning environment			
Encourage learners to develop and continually review their personal learning plans autonomously			
Encourage learners with different abilities to benefit from available learning opportunities			
Facilitating a learning event			
Managing event times and scheduling			
Presenting information appropriate to the needs and capabilities of learners			
Employing delivery and facilitation methods appropriate to learners' levels and needs			
Making adjustments to delivery and facilitation methods in response to learners' needs			
Employing learning resources to optimise the learning experience			
Assessing the effectiveness of the learning environment and suggesting necessary improvements			
Closing a learning event			Element B.1.3
Collecting assessment results and other information to make an assessment			
Debrief learners			
Preparing a post-course summary and evaluation and disseminating it to the relevant people			
Sending reports to learners' managers			
Reviewing the end of course process and suggesting possible improvements			
Agreeing action plans with learners and their line managers for application and evaluation of results			
Tracking learner activity, participation and achievements			Element B.1.4
Identifying the data required about learners' use of learning services			
Using KILT systems to capture and process data about learner participation and ensure its confidentiality			
Encouraging learners with a diverse range of abilities to use KILT to record and update information about themselves and their participation			

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Activities/responsibilities Are you responsible for:	Yes	No	Competency Framework Ref.
Providing the support learners need to record and update information about themselves			
Maintaining information on learner participation using KILT			
Using KILT to evaluate learners' participation and identify trends			
Evaluating the need for intervention to improve learners' participation and reporting this to appropriate colleagues			
Using information obtained to improve the tracking system			
Facilitating authentic learning and relevant practice by			Unit B.2
Facilitating authentic and challenging learning			Element B.2.1
Providing learners with a wide variety of learning experiences and media			
Raising and encouraging essential questions to guide enquiry			
Including research and evidence-gathering opportunities in learning activities			
Providing learners with opportunities to use creative thinking to generate solutions in the context of real situations			
Providing opportunities for learners to speak, record and reflect on their own learning			
Providing a social setting for learning			
Encouraging learners to apply what they learn during the learning event to their own situation			
Providing relevant practice to learners			Element B.2.2
Making explicit the relation between learning objectives and practice			
Providing information about the aims and expected outcomes of the activity			
Giving learners instructions to enable them to perform the activity			
Providing learners with the resources required to put into practice the learning objectives of the event			
Making sure that activities are structured in order to maximise learning			
Making sure that all participants have the opportunity to practise			
Providing feedback on learners' performance and the means to improve it			
Encouraging self and peer review			

Key Area C – Supporting learners

Activities/responsibilities Are you responsible for:	Yes	No	Competency Framework Ref.
Helping learners manage their own learning by			Unit C.1
Helping learners identify their learning needs			Element C.1.1
Identifying and evaluating the contribution KILT can make to identifying the needs of learners with a diverse range of abilities			
Providing appropriate tools for identifying learners' needs			
Using KILT within a mix of appropriate tools and techniques to identify learners' needs			
Encouraging learners to identify their learning needs autonomously			

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Activities/responsibilities Are you responsible for:	Yes	No	Competency Framework Ref.
Ensuring the identified needs are consistent with the learners' aspirations and abilities			
Helping learners to record their learning needs, plan to meet them, and review them periodically			
Ensuring the confidentiality of information about learners' needs			
Evaluating the effectiveness of using KILT to help learners identify their needs			
Helping learners identify their preferred learning styles			Element C.1.2
Identifying and evaluating the particular contribution KILT can make to identifying the preferred learning styles of learners with a diverse range of abilities			
Providing appropriate KILT tools for identifying learners' preferred learning styles			
Using KILT within a mix of appropriate tools and techniques to identify learners' preferred learning styles			
Using KILT to allow and encourage learners to identify their preferred learning styles autonomously			
Ensuring learners understand the implications of their preferred learning styles for the selection of learning opportunities			
Ensuring the confidentiality of information about learners' preferred learning styles			
Evaluating the effectiveness of using KILT to help learners identify their preferred learning styles			
Helping learners select learning opportunities			Element C.1.3
Analysing the suitability of learning opportunities for the range of abilities, aspirations, needs and learning styles learners may have			
Making information about the suitability of learning opportunities available via KILT			
Using KILT to signpost those learning opportunities that provide the best match with learners' abilities, aspirations, needs and learning styles			
Using KILT to help learners select learning opportunities autonomously			
Evaluating the outcomes of learning to identify whether the learning opportunities are suitable for learners' particular abilities, aspirations, needs and learning styles			
Using the results of evaluation to improve the accuracy of signposting to learning opportunities			
Helping learners develop and review their personal learning plans			Element C.1.4
Encouraging learners to use KILT to record their learning objectives and how they plan to meet these by establishing a personal development plan			
Using KILT to encourage learners to review their personal learning plans autonomously in line with established schedules			
Encouraging learners to consult relevant members of staff before making revisions to their personal learning plans			
Providing security systems to ensure the confidentiality of personal learning plans			
Evaluating the effectiveness of using KILT to help learners develop and review their personal learning plans			
Supporting individual learners, using KILT by			Unit C.2
Supporting individual learners			Element C.2.1
Identifying and evaluating opportunities for supporting individual learners, using KILT			

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Activities/responsibilities Are you responsible for:	Yes	No	Competency Framework Ref.
Gathering relevant information about the learners, their knowledge, skills, learning needs, styles, objectives and environment			
Establishing what the learner and the member of staff supporting the learner can expect from each other			
Liaising with appropriate people to provide additional support			
Providing learners with support, encouragement and reinforcement, whilst encouraging them to work autonomously using KILT			
Communicating with learners, using appropriate media and language			
Using alternative ways of supporting and communicating with online learners, as required			
Evaluating the effectiveness of KILT in supporting individuals			
Agreeing the roles and resources required to support the achievement of individual learning objectives			Element C.2.2
Specifying and agreeing the roles, responsibilities and resources needed to support learners in achieving their learning objectives			
Basing specifications of roles and resources on an accurate assessment of learners' needs and context			
Identifying likely difficulties in obtaining the necessary people and resources			
Providing additional support for isolated learners where necessary			
Developing plans to provide on site and distant support to individual learners			
Providing learners with information about the types of onsite and distance support they can benefit from			
Seeking advice from relevant people where difficulties cannot be overcome			
Supporting groups of learners, learning communities and networks using KILT by			Unit C.3
Supporting group learning with KILT			Element C.3.1
Agreeing the purpose, process and intended outcomes of group activity with the group			
Identifying and evaluating opportunities for using KILT to support learning in groups			
Establishing the specific learning objectives and criteria for membership of each learning group			
Establishing, and monitor observance of, communication etiquette for each learning group			
Using appropriate tools and techniques to initiate, manage and close asynchronous and synchronous group discussions			
Evaluating the effectiveness of KILT in supporting groups of learners			
Providing effective support to learners with special needs and keeping them motivated.			
Supporting active learner interaction and collaborative learning using KILT			Element 3.2.2
Ensuring that learners understand the benefits of using KILT for communication and bringing them to the right level of proficiency			
Establishing indicators to track communication and encouraging participants to communicate actively			
Identifying learners' preferred style of group interaction and maximising individual and group gain			

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Activities/responsibilities Are you responsible for:	Yes	No	Competency Framework Ref.
Encouraging learners' autonomous and/or group activities			
Identifying and evaluating opportunities for using KILT to encourage learners to learn from each other			
Providing opportunities for learners to develop the knowledge required to use KILT effectively to learn from each other			
Evaluating the effectiveness of KILT in helping learners learn from each other			
Supporting the development of online learning communities			Element C.3.3
Identifying existing online learning communities and initiating the development of communities			
Developing plans to provide online support to groups of learners			
Providing support for the continuous development of online learning communities			
Promoting relevant learning communities, using both online and offline media			
Evaluating the effectiveness of online learning communities			
Providing support for knowledge construction and sharing			Element C.3.4
Identifying technology available for knowledge construction and sharing			
Making sure that learners understand the benefits of using KILT for building knowledge and take the necessary steps to bring them to the right level of proficiency.			
Adapting the learning environment, using the tools provided by the environment			
Planning how the knowledge built during the learning process should be made available, once the event or the learning programme is completed.			
Promoting the development of learner autonomy, confidence and effectiveness in a supportive learning environment by			Unit C.4
Actively supporting learners in developing independence, confidence and ethical behaviour			Element C.4.1
Establishing and maintain a learning environment in which relationships between learners and other actors are based on trust and mutual respect and where learners interact respectfully			
Planning, implementing and evaluating learning experiences that enable learners to identify, clarify, and reflect on their ideas, values and opinions			
Planning, implementing and evaluating learning experiences that involve learners in analysing their roles and responsibilities in their organisation and community			
Planning, implementing and evaluating learning experiences that include group activities			
Providing support for learner collaboration and socialisation to enhance learning experiences by			Element C.4.2
Encouraging and creating socialisation opportunities for learners			
Using relevant technology to create public and private spaces for socialisation and collaboration			
Establishing and agreeing ground rules for learner collaboration and socialisation			
Ensuring that all learners have access to collaboration and socialisation opportunities			
Constructing learning experiences in which learners assess and plan their personal development			Element C.4.3
Constructing learning experiences that foster learner decision making in accordance with their learning needs and objectives			

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Activities/responsibilities Are you responsible for:	Yes	No	Competency Framework Ref.
Identifying how technology can support learners in personal development planning			
Developing strategies for assisting, and obtain support for, learners who are at risk			
Supporting application of learning by			Unit C.5
Agreeing on workplace learning activities			Element C.5.1
Agreeing with learners and other stakeholders on the outcomes of the application of learning			
Identifying work activities during which the outcomes of learning can be produced and observed			
Creating alternative situations to practice competencies acquired			
Planning a schedule for carrying out and reviewing work activities			
Agreeing methods and timetable for the collection and presentation of evidence of application of learning consulting with all relevant persons involved in the application of learning in the workplace			
Reviewing, assessing and recording results of application of learning			Element C.5.2
Reviewing with learners activities and outcomes of the application of learning in the workplace			
Assisting learners in organising proof of application of learning using the opportunities afforded by KILT			
Assessing evidence against criteria agreed with learners and appropriate people in the organisation			
Encouraging learners to carry out their own assessment of the process and outcomes of the application of learning			
Reviewing learning strategies in order to improve learning programmes and experiences			
Communicating results to stakeholders			
Recording outcomes of the application of learning to contribute to organisational knowledge using KILT			
Managing non-formal and informal learning by			Unit C.6
Helping learners identify and exploit the opportunities for non-formal/informal learning			Element C.6.1
Helping learners understand the nature and importance of non-formal/informal learning			
Helping learners to identify a variety of sources for learning			
Encouraging learners to take responsibility for organising non-formal/informal learning opportunities, using KILT where appropriate			
Encouraging learners to identify and exploit naturally occurring learning opportunities involving non-formal/informal learning, using KILT where appropriate			
Helping learners to identify sources of support for identifying and exploiting the opportunities for non-formal/informal learning			
Encouraging learners to learn from each other and to support others' non-formal/informal learning, using KILT where appropriate			

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Activities/responsibilities Are you responsible for:	Yes	No	Competency Framework Ref.
Encouraging learners to build on and recognise the outcomes of non-formal/informal learning			Element C.6.2
Encouraging learners to reflect on, and formalise what they have learned, using KILT where appropriate			
Encouraging learners to reflect on, and formalise what they have learned, using KILT where appropriate			
Encouraging learners to communicate what they have learned to others and get feedback from others			
Integrating the outcomes of the learning activities into the learning programme			
Publicising the value of informal learning and demonstrating how it can make a difference			
Identifying opportunities to recognise and value the outcomes of informal learning			
Providing positive and encouraging feed-back using appropriate incentive and rewards			
Supporting application of the outcomes of non-formal/informal learning			

Key Area D. Assessing learner progress

Activities/responsibilities Are you responsible for:	Yes	No	Competency Framework Ref.
Planning assessment of learner progress by			Unit D.1
Identifying the value of KILT in the assessment process			Element D.1.1
Identifying and evaluating from a diversity of sources the particular contribution KILT can make to assessing what individuals have learned			
Identifying and evaluating KILT assessment tools, methods and strategy in regard to specific learning objectives and in line with organisational policy			
Reviewing and assessing KILT assessment tools, methods and strategy			
Making recommendations on the use of KILT for improvement of the assessment process and communicating your recommendations to the relevant people			
Planning assessment by			Element D.1.2
Obtaining and interpreting relevant information to identify learning goals and assessment criteria			
Establishing evidence required to make judgments about learner achievement in consultation with colleagues			
Selecting a range of assessment methods			
Planning assessment activities			
Selecting or developing assessment materials in order to gather valid, reliable and sufficient evidence			
Organising and arranging resources required to support assessment activities			
Take into account the special assessment needs of the person being assessed			
Communicating and explaining learning goals and assessment criteria to learners and other stakeholders			
Involving learners in planning assessment			
Monitoring, assessing and reporting on learners' progress by			Unit D.2

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Activities/responsibilities Are you responsible for:	Yes	No	Competency Framework Ref.
Assessing what individuals have learned and achieved			Element D.2.1
Implementing assessments using a range of appropriate methods			
Reviewing the outcomes of assessment			
Using the outcomes of assessment processes to identify strengths and weaknesses in individual learner performance			
Encouraging learners to carry out self-assessment			
Encouraging learners to collect a variety of evidence to support assessment			
Reaching a decision regarding learners' achievements based on relevant evidence			
Providing feedback to learners			Element D.2.2
Identifying and evaluating opportunities for providing feedback on progress and achievements to learners			
Providing clear, accurate and concise feedback on progress and achievements to learners			
Providing learners with opportunities to reflect on their assessment results, undertake self-assessment and identify their own learning needs			
Preparing and communicating reports on learner progress and performance			
Evaluating the effectiveness of KILT in providing feedback to learners			
Maintaining records on learners' achievements			Element D.2.3
Identifying and evaluating the particular contribution KILT can make to recording learners' progress and achievements			
Defining the format of reports on learners' achievements			
Informing learners of the existence of learning records and providing them with an opportunity to check or update their contents			
Providing reports on learners' achievements			
Using assessment results to guide programme planning, delivery and assessment			Element D.2.4
Analysing learner performance on assessment activities to identify learning needs as well as strengths and weaknesses in programme planning, delivery and assessment			
Reviewing programme content, learning strategies and assessment arrangements during the programme to take into account the outcomes of assessment processes			
Incorporating assessment data in reviews of assessment methods, materials and procedures.			
Incorporating assessment data in program review and planning processes			
Communicating results to stakeholders			

Key Area E. Promoting accessibility for learners

Activities/responsibilities Are you responsible for:	Yes	No	Competency Framework Ref.
Promoting accessibility to learning by			Unit E.1
Evaluating the accessibility of learning environments and resources			Element E.1.1

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Activities/responsibilities Are you responsible for:	Yes	No	Competency Framework Ref.
Establishing and exploit the range of resources available to access current information on accessibility regulations relating to learning opportunities			
Identifying the contribution of KILT to providing and extending accessibility to learning			
Identifying best practice and conformant solutions in ensuring accessibility to learning opportunities in the physical and digital world			
Carrying out an evaluation of facilities and resources in the light of conformant practice			
Involving potential users in your evaluation of learning environments			
Identifying potential physical and digital barriers and providing alternatives			
Reporting to the appropriate authority any discrepancy with laws, regulations or the organisation's policy regarding accessibility			
Encouraging the inclusion of people with special need into learning programmes, and valuing diversity			Element E.1.2
Ensuring that the area under your responsibility reflects best practice in accessibility.			
Providing recommendations to improve accessibility in your area of responsibility			
Take the advice of those with special needs to ensure that their needs and expectations are met.			
Encouraging the inclusion of people with special needs into learning programmes by providing appropriate guidance and support.			
Providing information and training to staff on working with those with particular accessibility needs.			
Providing opportunities for learners to use a variety of learning strategies			
Providing a variety of assessments to ensure that all learners have an equal opportunity to demonstrate what they have learned.			
Communicating the importance of inclusion at an organisation-wide level.			
Making known the learning opportunities and resources available as widely as possible			

Key Area F. Evaluating learning programmes

Activities/responsibilities Are you responsible for:	Yes	No	Competency Framework Ref.
Assessing the effectiveness of learning services and programmes by			Unit F.1
Monitoring and reviewing the effectiveness of learning services and programmes			Element F.1.1
Identifying the specific objectives and desired outcomes of the learning services and programmes to be monitored			
Scheduling monitoring and review activities in consultation with stakeholders			
Putting in place methods of monitoring and review			
Specifying clearly the information required to monitor learning services and programmes			
Collecting information using KILT where appropriate			
Evaluating information and reporting the results			

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Ensuring that information collected can produce reliable results on which to base future decisions			
Applying monitoring and review procedures and record the results			
Evaluating and improving learning services and programmes			Element F.1.2
Providing opportunities for those involved in using or operating the learning services and programmes to contribute to their improvement			
Defining and agreeing on the criteria against which services and programmes should be assessed			
Analysing the information collected using the agreed criteria and identifying potential improvements			
Carrying out an assessment of the feasibility of potential improvements with regards to their costs and benefits			
Presenting suggested improvements to relevant people			
Agreeing on changes, obtaining the support of all stakeholders and resolving any conflicts of interest			
Implementing changes			
Informing those people affected by the proposed improvements			
Putting in place measures to monitor and review the impact of the improvements implemented.			