Digital and Professional Teacher Competency Standards for Blended TVET
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The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to promote the development and sharing of open learning and distance education knowledge, resources and technologies.

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The draft standards were reviewed at a stakeholder workshop in Namibia attended by Harrison Phiri and Fridah Mulembe (Zambia); Dr Deborah Sononto (Botswana); Professor Humphrey Danso and Daniel Kokin (Ghana); Felister Munyi, Dr Edwin Tarno and Joyline Chepkirui (Kenya); Ahmed Mohammed (Nigeria); Junion Nelumbu and Wilhelmina Louw (Namibia); and Robert Okinda (COL). Dr Melinda Waters, Dr Robin Petterd and Clint Smith (Consultants) attended virtually.

The standards were further reviewed virtually by an international expert group composed of Brad Beach — Director Academic Governance (Australia), Dr Jacqueline Wallder — Vocational Training Development Institute (Jamaica), Trudi van Wyk — Department of Higher Education and Training (South Africa), Gideon Murenga — GIZ, Kenya, Jan Deurwaarder — independent TVET consultant, Botswana, and Sarah Elson-Rogers — UNEVOC consultant (USA). Thanks to Natalie Boorman for the logistical support and Lesley Cameron for editing the manuscript.

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Introduction

Developing the Standards

The guidelines and methodology for developing the standards are presented in the companion document, *Teacher Skills Required for Blended TVET: Analysis and Guidelines* (Commonwealth of Learning, 2023). [http://hdl.handle.net/11599/5378](http://hdl.handle.net/11599/5378)

The Scope of the Standards

The standards focus on two overlapping areas of a teacher’s competency:

- the general digital skills all TVET teachers need to work in computer-based workplaces,
  and
- the digital and professional competencies TVET teachers need to deliver blended programmes effectively.

They do not describe all the essential parts of TVET teaching practices. They describe only the specific knowledge and skills required to use digital technologies effectively in blended delivery as illustrated in Figure 1.
In other words, these standards are designed to describe specifically the new and emerging skill development needs related to blended delivery. The research review for this project identified those skills as mostly lacking in current pre-service and in-service TVET training. The standards are designed to complement, not replace, existing teacher training curricula in TVET and address how to teach technical and vocational courses using blended modes, not how to teach in general.

The standards are also contextualised to take into account the technology and capability challenges common in TVET institutes in developing countries, the range of teaching methods needed in TVET (e.g., to cater for lower literacy levels) and the challenges of practising and assessing practical skills in blended environments.
The Four Standards

There are four competencies for blended delivery:

1. Operate basic digital devices and software.
2. Prepare a blended course.
3. Facilitate digital learning and assessment.
4. Use technology to improve quality.

The standards follow a common teaching workflow describing a teacher’s tasks (plan, prepare, deliver and evaluate a course) and identify a series of essential digital tasks with performance criteria.

Basic Digital Literacy

Standard 1, operate basic digital devices and software, has been developed to address introductory training for teachers with limited or no digital literacy. It covers using digital hardware, software and information including important safety and security requirements. Feedback from the stakeholder workshop suggests that TVET teachers in African countries have a wide range of digital competency and many could benefit from training in basic digital literacy.
A self-assessment tool could assist teachers (and teacher trainers) to identify gaps in their digital literacy to guide their training and development choices.

**Levels of Digital Competency**

To guide teacher training and assessment, accommodate variation in digital skills and outline pathways to specialisations for teachers in blended learning, we propose four levels of digital competency for TVET teachers.

These levels of competency can be loosely aligned with four stages of digital capability development in TVET institutes identified when developing the standards (see Attachment 2).

**Table 1. Description of proposed levels of digital competency**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Teachers have little or no digital knowledge and skills and do not use technology in their teaching (apart from digital equipment specific to the industry they are teaching in). An example might be a teacher who can use the digital controls on a lathe but does not have or use a personal computer.</td>
</tr>
<tr>
<td>Commencing</td>
<td>Teachers have a basic understanding of digital literacy and can use a limited range of digital tools to supplement their current teaching and work practices. An example might be a teacher who regularly uses email, social media and text to communicate with learners and to distribute and collect learning and assessment resources.</td>
</tr>
<tr>
<td>Developing</td>
<td>Teachers can integrate digital tools and software in their teaching practices in ways that change how they teach, how learners learn and how assessment is done. An example might be a teacher who facilitates synchronous and asynchronous online classes as well as face-to-face classes, including learning and assessment activities, and uses digital data to evaluate quality. Developing teachers can also troubleshoot common technology problems and experiment with new technologies.</td>
</tr>
<tr>
<td>Advanced</td>
<td>Teachers have advanced capabilities in a field of blended learning, such as specialising in a specific digital expertise (e.g., developing resources, designing graphics or facilitating online classes), analysing complex digital data for quality purposes, providing leadership in blended learning strategy and innovation, or mentoring other teachers in their digital development. An example might be a teacher who starts an online discussion group for teachers in their region to share their methods and experiences for making live online sessions more interactive.</td>
</tr>
</tbody>
</table>
Evidence Guides

Evidence guides are an essential part of competency standards for an industry. They provide descriptions of the types of evidence that trainers (in this context, teacher trainers) and assessors can look for in order to assess competence in performing work tasks.

A sample evidence guide (see Attachment 1) has been provided for the Commencing level in all four standards.

The trainer/assessor can select the context-appropriate required knowledge from the guide to be assessed.

Assessment tasks are then designed to provide evidence of competence in the skills relevant to the training context.

Figure 3. Role of evidence guides in designing competency-based assessment.

Jurisdictions that integrate these standards in their own curriculum framework would need to complete evidence guides for each level of the four standards.

Uses for the Standards

The main function of the competency standards is to set the performance outcomes and assessment criteria for pre-service and in-service TVET courses as part of a qualifications structure. However, standards have a number of other important uses in skills systems and TVET institutes. Table 2 lists some potential user groups and applications for the standards.
Table 2: Uses for the standards in TVET

<table>
<thead>
<tr>
<th>User group</th>
<th>Applications of the standards</th>
</tr>
</thead>
</table>
| **TVET teachers**               | • Assess their own digital competence and plan their professional learning to develop the necessary competencies to teach blended learning courses.  
                                 | • Assess their learners’ digital competence level (standard 1).                                  |
| **TVET teacher trainers**       | • Assess teachers’ skill levels.                                                                 |
|                                 | • Use performance outcomes and assessment criteria to guide the design of pre-service and in-service training. |
| **TVET leaders and managers**   | • Identify changing roles and new skill needs when implementing blended delivery.               |
|                                 | • Use competency levels to guide and inform recruitment.                                        |
|                                 | • Plan teacher training programmes to build institutional capability.                            |
| **TVET systems**                | • Provide a common definition and standard of digital and blended delivery competence for TVET teachers. |
|                                 | • Develop system-wide professional development, support systems and teacher training resources. |
The Standards

Standard 1: Operate basic digital devices and software

Standard 1 describes the skills, knowledge and attributes TVET teachers need to obtain a minimum level of digital competence in the workplace. It covers the basic knowledge and skills required for the safe and secure operation of digital devices and software and the foundations for a digital mindset. It does not cover teaching practices and is designed as a prerequisite standard for teachers who are new to digital environments.
### 1. Operate digital devices and software

<table>
<thead>
<tr>
<th>Teaching activity</th>
<th>Key tasks</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| **1.1 Operate a digital device** | Use computers and/or mobile devices safely           | • Knowledge of basic digital device operation and functions  
• Use computers and mobile devices with password access  
• Understand digital terminology and safe digital work practices |
| **1.2 Use digital software** | Create basic digital documents and presentations     | • Knowledge of basic digital software programs and their functions  
• Use word processing software to create and edit a document  
• Use software to create and edit a digital presentation |
|                           | Create digital spreadsheets                         | • Use spreadsheets to collect, calculate and present digital data                                      |
|                           | Use digital tools to communicate with others         | • Use institutional digital communication and information-sharing systems safely and securely  
• Manage personal digital identity  
• Communicate and collaborate with stakeholders using digital tools |
| **1.3 Source digital information** | Search the Internet safely and securely              | • Know and understand e-security and privacy rules and policies and Internet etiquette  
• Use Internet search engines, bookmark preferred websites and retrieve digital content  
• Appraise the accuracy and credibility of digital information and sources |
| **1.4 Organise and store digital resources** | Store and access digital files and resources efficiently | • Organise digital resources logically and securely  
• Access stored digital resources when required in a timely manner |
Standard 2: Prepare a blended delivery plan

Standard 2 describes the skills, knowledge and attributes required to plan and prepare to facilitate and support blended learning in TVET using pre-designed competency-based online modules accessed on a learning management system (LMS).

This includes facilitating effective teacher-led synchronous sessions in both face-to-face and virtual classroom environments to assist learners who are working independently through the modules. It also includes providing quality asynchronous support to learners who are completing module learning activities outside the contact hours of the sessions. While the mix of the three components (modules, face-to-face and virtual) may vary, teachers need to be competent in all three modes. This model is also generally known as the flipped classroom, with the module resource (not the teacher) presenting the core content — in contrast to much traditional knowledge-based teaching practice — and the teacher instead focusing on learning activities to deepen interaction and the group learning experience.

While in these standards teachers are not seen as responsible for designing and publishing the competency-based modules (which are regarded as a specialist tasks), they do require the digital skills necessary to prepare any presentation and supplementary materials for their contact sessions. They are also responsible for creating safe and inclusive learning and assessment experiences for learners in the digital and blended environment and for developing learners' digital competence.
2. Prepare a blended delivery plan

<table>
<thead>
<tr>
<th>Teaching activity</th>
<th>Key tasks</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| 2.1 Plan to facilitate learning and assessment activities in a blended environment | Plan to support learners who are using online modules for competency-based training and assessment | • Plan ways to assess learners’ digital competencies and their access to digital devices and the Internet  
• Develop strategies to support learners with low digital competency or technology access  
• Plan how to provide log-ins, orientation and ice-breaker support for accessing the LMS  
• Identify and address risks for learners in the digital learning environment  
• Identify learners with different abilities who may need learning support or assistive technologies  
• Review all module content and identify areas that are likely to need supplementary instruction in contact sessions  
• Identify learners’ preferred individual and group communication options |
| | Plan and prepare face-to-face contact sessions (live classroom) to support independent learning | • Optimise the learning processes and activities most suited to the face-to-face environment  
• Plan strategies and protocols to support the use of learners’ digital devices and the available services (e.g., campus Wi-Fi) during classes  
• Plan activities to identify any learning issues with the content  
• Prepare supplementary digital materials for presentation and facilitation  
• Plan activities to identify and address any technology issues learners experience when using the LMS and the module |
| Plan and prepare virtual contact sessions | • Plan to use the available classroom digital technologies (e.g., data projectors, electronic whiteboards, video replay) to increase learner engagement  
• Plan to provide learners with a full range of activities in groups  
• Plan ways to identify learner difficulties with independent study content and processes and how to address them  
• Identify and plan assessment activities best conducted face-to-face  
• Prepare session plans, addressing principles of education for sustainability  
| Optimise the learning processes and activities most suited to the virtual classroom environment  
| Complete practice runs with the tools, using the available virtual classroom service  
| Plan session activities to encourage participation by all learners both individually and in groups  
| Plan to use a range of available digital activities (whiteboard, breakout rooms, polls)  
| Identify and plan assessment activities suitable for the virtual environment  
| Plan for remote guest speakers/facilitators  
| Plan how to monitor and respond to chat messages during teaching and learning sessions  
| Prepare session presentations (e.g., PowerPoint) with activity prompts  
<p>| Plan arrangements for recording and distributing sessions |</p>
<table>
<thead>
<tr>
<th>Teaching activity</th>
<th>Key tasks</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| **2.2 Source or prepare supplementary digital learning and assessment materials** | Source and modify existing supplementary digital learning materials       | • Source supplementary existing learning and assessment materials appropriate to course outcomes  
• Evaluate supplementary learning and assessment materials for accuracy and reliability of information  
• Modify supplementary learning and assessment materials to meet learner needs  
• Review modified learning and assessment materials for accessibility, usability and inclusive terminology and language  
• Ensure copyright and attribution requirements are met                                                                 |
|                                                        | Create new supplementary digital learning materials                       | • Develop digital learning materials aligned to the course outcomes as needed to supplement content in the learning modules  
• Review supplementary learning and assessment materials for accessibility, usability and the use of inclusive terminology and language  
• Make digital learning and assessment materials available to learners online safely and securely |
| **2.3 Create equitable blended learning environments**  | Ensure equitable access for learners                                      | • Develop rules and protocols for learners for participation in digital environments  
• Prepare strategies to monitor learner engagement and deal with inappropriate online behaviours  
• Develop strategies for learners with different abilities who require learning support |
|                                                        | Prepare for technical problems                                            | • Select appropriate support and communication channels for learners  
• Provide optional formats for learners who do not have access to reliable technologies  
• Develop strategies to keep learners engaged if the technology fails                                                                 |
|                                                        | Work in a team                                                            | • Consult with technical specialists (where available) and peers to develop and validate learning and assessment materials |
**Standard 3: Facilitate online learning and assessment**

Standard 3 covers the skills, knowledge and attributes TVET teachers need to:

- actively engage learners in learning and assessment in online learning environments, and
- facilitate productive and collaborative learning in different stages of the digital learning process.

The competencies build on the planning processes identified in standard 2 to deliver the course. Instructors who provide online facilitation:

- draw on the specific skills used for live virtual teaching using web conferencing tools, and
- provide continuous learning support between contact sessions using both an LMS and communication and social media tools.

This standard also covers the significantly modified face-to-face teaching skills required to support learners using self-study materials as their primary source of content. The teacher's role focuses on managing individual and group learning and assessment activities.
### 3 Facilitate online learning and assessment

<table>
<thead>
<tr>
<th>Teaching activity</th>
<th>Key tasks</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1 Induct learners into online learning environments</strong></td>
<td>Orientate learners to learning online</td>
<td>• Explain course objectives and requirements for online learning and assessment to learners&lt;br&gt;• Explain rules and protocols for participation in digital classes and communication forums</td>
</tr>
<tr>
<td></td>
<td>Orientate learners to selected modes of digital delivery</td>
<td>• Provide instruction on the use of digital tools specified for learning and assessment activities&lt;br&gt;• Explain contingency plans in the event of technology failure and details about the available support and communication channels</td>
</tr>
<tr>
<td><strong>3.2 Facilitate online learning</strong></td>
<td>Facilitate learning online</td>
<td>• Present digital information to learners in groups and individually according to the blended delivery plan&lt;br&gt;• Use digital tools to facilitate virtual discussions in large and small groups&lt;br&gt;• Identify and address technical problems (within a teacher’s role) in real time&lt;br&gt;• Provide digital options for learners to review and reflect on their learning&lt;br&gt;• Model inclusive practices in online and digital learning environments</td>
</tr>
<tr>
<td></td>
<td>Demonstrate practical skills online</td>
<td>• Use digital tools to demonstrate practical skills in work-like settings&lt;br&gt;• Help learners to use digital tools so that they can demonstrate and share their industry knowledge and skills</td>
</tr>
<tr>
<td>Teaching activity</td>
<td>Key tasks</td>
<td>Performance criteria</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **3.3 Conduct digital assessments** | Use technology to collect digital evidence securely | • Verify authenticity of learners submitting assessments  
• Use digital tools to check for plagiarism and other threats to authenticity  
• Obtain additional digital evidence when required |
|                                   | Store digital assessment evidence and results securely | • Record assessment results and store them securely using institution protocols and systems  
• Report assessment results using institutional digital systems and protocols |
| **3.4 Use technology to support learners** | Use technology to communicate with learners | • Use a variety of digital tools to facilitate two-way communication with learners individually and in groups  
• Monitor digital communication channels used by learners  
• Monitor digital channels to ensure behavioural protocols are met |
|                                   | Use technology to monitor learner participation and engagement | • Monitor learner engagement in digital learning and assessment activities in real time  
• Use digital tools to track and report learner progress and achievement  
• Take action to ensure learners remain engaged in digital learning and assessment activities |
|                                   | Use technology to provide guidance for learners | • Provide feedback, guidance and support to individuals and groups of learners during and after digital lessons in response to learner feedback  
• Support learners who lose connectivity during learning and assessment activities  
• Support learners with their learning and other needs  
• Provide confidential feedback on assessment using digital communication tools |
**Standard 4: Use technology to improve quality**

Standard 4 focuses on improving the quality of blended courses, delivery methods and learning and assessment resources by using the data-gathering and analysis capabilities of the digital tools, notably LMSs.

This includes:

- reviewing key course metrics using the digital data available,
- reviewing teaching practices through virtual peer networks, and
- maintaining digital competency in the use and application of digital tools and services in the context of both education (i.e., as a trainer or educator) and industry (i.e., staying up-to-date on industry knowledge).
<table>
<thead>
<tr>
<th>Teaching activity</th>
<th>Key tasks</th>
<th>Performance criteria</th>
</tr>
</thead>
</table>
| **4.1 Use technology to review performance** | Collect, analyse and report digital data | • Collect digital data on course and teaching quality during and after a course according to institutional policy  
• Analyse data to identify strengths in performance and areas for improvement  
• Recommend improvements to the design and delivery of blended courses and support for learners  
• Record and report technological issues and responses for quality improvement as required by an institution |
| Collaborate with peers to review teaching practices and resources | | • Participate in online assessment moderation and validation activities  
• Participate in internal and/or external digital teaching networks  
• Review personal blended teaching performance and identify areas for ongoing improvement |
| **4.2 Use technology to maintain professional currency** | Use digital tools for professional development | • Undertake research into trends in TVET digital teaching and assessment and relevant industry digital practices and technologies  
• Experiment with new digital tools and blended teaching methods  
• Participate in online professional development opportunities |
Attachments
Attachment 1. Sample Evidence Guide (Commencing level)

Competency-based assessment involves a process of collecting evidence to inform judgments about a person’s level of competency when measured against performance criteria (or benchmarks).

This evidence guide has been developed as an example of the indicative evidence that could be used to assess learners against the draft standards. The sample describes the knowledge and demonstrated evidence requirements for standards 1 and 4 at the commencing level.

The evidence guide can:

• help TVET teacher trainers to design training programmes (and the learning and assessment tasks included in them), and
• act as a guide for teachers undertaking the programme to assess their own level.

Full evidence guides would need to be developed for these standards to be adopted or integrated by a jurisdiction or region.

Performance criteria and their accompanying evidence guide items are not intended to be used incrementally or one by one for assessment. It is common in competency-based assessment to use holistic assessment, which involves assessing several criteria in one larger assessment activity or task. It is also common to use more than one way of collecting evidence to ensure it is reliable, sufficient and authentic.
Figure 1. Sample evidence guide for commencing level for standards 1 and 4.
## Standard 1: Operate digital devices and software

### 1.1 Operate a digital device

<table>
<thead>
<tr>
<th>Key task</th>
<th>Evidence guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use computers and/or mobile devices safely</strong></td>
<td><strong>Required knowledge</strong></td>
</tr>
<tr>
<td></td>
<td>• Familiarity with digital devices used in blended learning and their functions and basic technical specifications</td>
</tr>
<tr>
<td></td>
<td>• Familiarity with digital terminology (cloud, Wi-Fi, bandwidth, Bluetooth, data, apps, hard drive, memory, driver, USB, malware and spyware, freeware, graphical user interface (GUI), URL, ISP, G, firewall, web browser, cookie, captcha, cursor, virus, zip, spam, virus)</td>
</tr>
<tr>
<td></td>
<td>• Familiarity with institutional policies on staff and learner use of digital devices and the Internet</td>
</tr>
<tr>
<td></td>
<td><strong>Demonstrated evidence (depending on availability)</strong></td>
</tr>
<tr>
<td></td>
<td>• Turning digital devices on/off safely</td>
</tr>
<tr>
<td></td>
<td>• Use of passwords and other security mechanisms</td>
</tr>
<tr>
<td></td>
<td>• Basic keyboard functions</td>
</tr>
<tr>
<td></td>
<td>• Basic navigation of computer systems</td>
</tr>
<tr>
<td></td>
<td>• Storing and maintaining digital devices securely</td>
</tr>
<tr>
<td></td>
<td>• Environmentally sustainable use of technology</td>
</tr>
<tr>
<td></td>
<td>• Basic troubleshooting techniques</td>
</tr>
</tbody>
</table>

### 1.2 Use digital software

<table>
<thead>
<tr>
<th>Key task</th>
<th>Evidence guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create basic digital documents and presentations</strong></td>
<td><strong>Required knowledge</strong></td>
</tr>
<tr>
<td></td>
<td>• Familiarity with available software suitable for creating documents and presentations (e.g., Microsoft Word, PowerPoint or similar programs) and their functions</td>
</tr>
<tr>
<td></td>
<td><strong>Demonstrated evidence</strong></td>
</tr>
<tr>
<td></td>
<td>• Creating digital documents and presentations</td>
</tr>
<tr>
<td></td>
<td>• Developing digital content in a document (report, lesson plan or other documents) or presentation and editing content</td>
</tr>
<tr>
<td></td>
<td>• Inserting graphics, images and video into documents and presentations</td>
</tr>
<tr>
<td></td>
<td>• Saving documents and presentations to specified locations</td>
</tr>
<tr>
<td></td>
<td>• Troubleshooting problems, including document recovery</td>
</tr>
<tr>
<td>Activity</td>
<td>Required knowledge</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Create digital spreadsheets                  | • Familiarity with programs available to develop digital spreadsheets (e.g., Excel) and their basic functions                                                                                                                                                              | • Creating basic spreadsheets  
• Using basic calculations and editing functions  
• Creating basic graphs to record and present data                                                                                                                                                           |
| Use digital tools to communicate with others  |                                                                                                                                                                                                                                                                            | • Sending and receiving digital information using email, web-based tools (e.g., WhatsApp, Zoom and social media) or texts to internal stakeholders (peers and other institute staff members) and external stakeholders (employers, industry sources or community groups)  
• Sharing digital information with others through document sharing software, email, text or social media  
• Managing digital communication (e.g., email inboxes)  
• Subscribing to/participating in online networks, e-newsletters or forums                                                                                                                                 |
| 1.3 Source digital information               |                                                                                                                                                                                                                                                                            | • Accessing the Internet from a digital device, including connecting a device to Wi-Fi  
• Searching the Internet using different search engines  
• Using standard techniques to evaluate the credibility and accuracy of digital information  
• Creating secure online accounts and profiles                                                                                                                                                                 |
| Search the Internet safely and securely       | • Familiarity with institutional policies regarding Internet use (including privacy, security, online behavioural protocols, procedures for reporting suspicious or unwanted activity or threats to Internet security)  
• How to manage digital identity and personal data                                                                                                                                                         |                                                                                                                                                                                                                      |
1.4 Organise and store digital resources

<table>
<thead>
<tr>
<th>Store and access digital files and resources efficiently</th>
<th>Required knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Institutional policy for storing digital data</td>
</tr>
<tr>
<td></td>
<td><strong>Demonstrated evidence</strong></td>
</tr>
<tr>
<td></td>
<td>• Organising resources in a logical folder structure</td>
</tr>
<tr>
<td></td>
<td>• Accessing digital resources in a timely manner</td>
</tr>
</tbody>
</table>
### Standard 4: Use technology to improve quality

#### 4.1 Use technology to review performance

<table>
<thead>
<tr>
<th>Key task</th>
<th>Evidence guide</th>
</tr>
</thead>
</table>
| Collect, analyse and report digital data | **Required knowledge**
| | * Digital tools are used to obtain data on specified quality metrics (e.g., rates of learner attendance, participation in online activities, satisfaction and feedback, assessment results, employment outcomes and industry satisfaction) |
| | **Demonstrated evidence**
| | * Digital quality data are collected and analysed according to institutional policy and procedures |
| | * Recommendations are made to improve the design, delivery and use of digital teaching tools and resources |
| | * Technological issues and responses are recorded and reported for continuous improvement purposes |
| Collaborate with peers to review teaching and learning practices | **Demonstrated evidence**
| | * Sharing of digital resources and teaching practices with peers (through participation in internal and/or external digital teaching networks or digital platforms) |
| | * Participation in moderation and validation of virtual assessment activities |
| | * Peer feedback, review and reflection processes are in place |

#### 4.2 Use technology to maintain professional currency

| Use digital tools for professional development | **Required knowledge**
| | * Where to access current research and discussions about blended learning in TVET |
| | **Demonstrated evidence**
| | * Examples of research into trends in blended learning and digital industry practices |
| | * Experimentation with new digital tools and blended teaching methods for instruction |
| | * Participation in virtual professional development opportunities |
| | * Participation in digital industry/community networks |
| | * Personal reflection on professional learning and digital teaching practices |
## Attachment 2: Notional Alignment of Capability Indicators and Teacher Competency Levels

<table>
<thead>
<tr>
<th>Technology/system capability indicators</th>
<th>Teacher knowledge and skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td><strong>Beginning</strong></td>
</tr>
<tr>
<td>No learning management system (LMS)</td>
<td>Teachers have little or no digital knowledge and skills and do not use technology in their teaching (apart from digital equipment specific to the industry they are teaching in).</td>
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<tr>
<td>• very little Internet available and low speed service</td>
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<tr>
<td>• some mobile device usage but very few computers</td>
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<tr>
<td>• no institutional digital support for teachers and learners</td>
<td></td>
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<tr>
<td>• no online business administrative systems</td>
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<tr>
<td>• no digital data collection system</td>
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</table>

| **Level 2**                             | **Commencing**             |
| LMS available but used for limited courses | Teachers have a basic understanding of digital literacy and can use a limited range of digital tools to supplement their current teaching and work practices. |
| • Internet is available but access is limited and often unreliable |
| • extensive use of mobile phones |
| • some digital business systems (e.g., enrolment, credentials) |
| • some use of web-based classroom tools |
| • some learner access to computers |
| • some digital tools for the collection of data |

| **Level 3**                             | **Developing**              |
| All courses on the LMS                 | Teachers can integrate digital tools and software into their teaching practices in ways that change the way they teach, how learners learn and how assessment is done. |
| • reliable Internet available with Wi-Fi on campus |
| • general learner access to computers |
| • key digital business systems (e.g., learner information, human resources) |
| • wide use of web-based classroom tools |
| • some specialist support for teachers with (course design, LMS sites) |
| • routine digital data collection |

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<table>
<thead>
<tr>
<th>Level 4</th>
<th>LMS integrated with other systems and applications</th>
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<tbody>
<tr>
<td></td>
<td>• strong and reliable Internet services available</td>
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<tr>
<td></td>
<td>• most teachers and learners have mobile phones and computers</td>
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<td></td>
<td>• well-established ICT systems including learner management systems</td>
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<td></td>
<td>• a digital mindset in TVET planning and operations</td>
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<td></td>
<td>• strong specialist support for teachers/specialist design/develop unit</td>
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<td></td>
<td>• complex digital tools used in teaching (e.g., VR, IR and gamification)</td>
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<td></td>
<td>• digital systems for learners (helpdesk, intranet, e-tutoring)</td>
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<tr>
<td></td>
<td>• complex data collection and analysis software for quality purposes</td>
</tr>
</tbody>
</table>

| Advanced | Teachers have advanced capabilities in a field of blended learning such as specialising in a specific digital expertise (e.g., developing resources, designing graphics or facilitating online), analysing complex digital data for quality purposes, providing leadership in blended learning strategy and innovation, or mentoring other teachers in their digital development. |