Title:	Adapting Digital Delivery to Meet the Needs of Learners in Remote Education and Training
Level:	4
Credit value:	4
GLH	25
Unique Reference Number:	Y/651/0662
Sector Subject Area:	Education and Training.
Aim:	The aim of this unit is to provide learners with the knowledge, understanding and skills required to adapt digital delivery to meet the needs of learners in remote education and training.
Assessment Type:	Assessment of this unit is internally set and internally assessed via a portfolio of evidence.
Assessment Guidance:	Please refer to the "Guidance on Assessment" document available on v-Learn.

Learning outcomes
The learner will:

1. Be able to use resources in the delivery of inclusive teaching and learning.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and understanding required to be able to adapt and use resources in the delivery of inclusive teaching and learning.

The learner must:

1.1 Identify, evaluate, and select **appropriate digital resources** to support inclusive teaching and learning in remote settings.

1.2 Utilise a **variety of digital resources** in remote teaching.

1.3 Ensure that selected digital resources are **accessible** and inclusive for all learners.

1.4 Adapt and modify existing digital resources to make them more **accessible** and engaging for learners with **disabilities.**

1.5 **Integrate** digital resources effectively into lesson plans and instructional activities.

2. Be able to implement use and adapt resources in the delivery of inclusive teaching and learning.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge, understanding and skills to be able to iuse and adapt resources in the delivery of inclusive teaching and learning.

The learner must:

2.1 Understand and apply the principles of **universal design for learning** (UDL) when selecting and using digital resources.

2.2 Provide **options for learners** to access and engage with digital resources in different ways.

2.3 Incorporate **differentiated instruction strategies** when using digital resources.

2.4 Utilise digital resources to promote collaboration, peer support, and social interaction among remote learners.

2.5 Regularly evaluate the effectiveness of digital resources in supporting inclusive teaching and learning, making adjustments and improvements as needed.

3. Be able to evaluate own use of resources in the delivery of inclusive teaching and learning.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge, understanding and skills to be able to evaluate own use of resources of in the delivery of inclusive teaching and learning.

The learner must:

3.1 **Reflect** on own use of digital resources in the delivery of inclusive teaching and learning.

3.2 Seek feedback from colleagues, mentors, and learners to gain insights into the effectiveness of digital resource usage and identify areas for improvement.

3.3 Analyse **data** to evaluate the impact of digital resources on learner engagement, progress, and achievement.

3.4 Develop a **plan** for continuous improvement of digital resource usage.

3.5 Stay up-to-date with emerging technologies and trends in digital resource development and accessibility to enhance the inclusiveness of remote teaching and learning practises.

Scope of Training The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas of knowledge and skills that will benefit their learners, based on location, types of work available and from the tutors own professional experience.	
Requirements	
Appropriate digital resources:	Consideration must be given to: • Appropriateness to learners. • Appropriateness to learners with disabilities. • Appropriateness for organisation. • Appropriateness for teacher / support staff.
Variety of digital resources:	Including, but not limited to: • Online educational platforms. • Multimedia content. • Interactive tools. With the aim of: • Catering to diverse learning styles. • Considering diverse abilities. • Catering to diverse cultural backgrounds.
Accessible:	Considering factors such as: • Usability. • Compatibility with assistive technology. • Adherence to accessibility guidelines.
Integrate:	Consideration should be given to: • Aligning with learning objectives. • Promoting active engagement. • Enhancing the overall learning experience.
Universal design for learning:	Universal design for learning principles: • Multiple means of representing information / content. • Multiple means of action and expression. • Multiple means of engagement. • Simple and intuitive design. • Perceptible information. • Tolerance for error. • Low physical and technical effort. • Community of learners. • Instructional climate.
Options for learners:	For example, through the following modalities: • Visual. • Auditory. • Kinaesthetic.
Differentiated instruction strategies:	Catering to: • Diverse learning needs. • Diverse preferences. • Readiness levels of learners
Reflect:	To consider areas of strength and improvement
Data:	Data from:

	• Assessments. • Observations. • Feedback (colleagues, mentors, learners).
Plan:	Plan should incorporate: • Feedback • Self-reflection. • Data-driven decision-making.

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