# A close up of a logo  Description automatically generated

**ONE-STOP SKILLS CREDENTIALING - SKILLS BADGE**

**Self-Assessment Form**

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| **SALUTATION**\*\**\*\* Delete accordingly* | Mr / Miss / Mdm / Ms / Dr / Prof |
| **FULL NAME** *(as per NRIC)\***\*Underline Surname* |   |

**IMPORTANT**: Before you submit this Self-Assessment Form, please save this Word document and rename using the following naming convention:

For Stage 1 Advisory Chat:

OSSC\_Skills\_Badge\_**ACLP04**\_Self Assessment\_YOUR FULL NAME\_v1.0\_draft.doc

For Stage 2 Assessment Interview:

OSSC\_Skills\_Badge\_**ACLP04**\_Self Assessment\_YOUR FULL NAME\_v1.0\_FINAL.doc

*Please click on the checkbox below ONLY AFTER you have completed Stage 1*

[ ]   *I confirm I have completed Stage 1 of the OSSC Skills Badging Application: Skills Advisory (1 hr).*

| **DELIVERY & EXECUTION: TECHNOLOGY-ENABLED LEARNING DELIVERY** |
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| ***(A)******Competency Statement****Read carefully to ensure you meet ALL requirements* | **(B)****Product Evidence***Check the boxes to confirm that you currently have the required evidence listed here* | **(C)****Applicant’s Note of Explanation***Note the given pointers to guide you in the preparation for the Skills Advisory and Assessment Interview sessions. Explain with brief notes to explain how the Product Evidence you intend to submit fulfils the requirements of columns (A) and (B).*  | **(D)****Assessor‘s comments*****(For IAL use only)*** |
| ***TELD Part I***1. *Collect data on learners and consolidate findings to determine learner and profile.*
2. *Apply ethics in collection and handling of learner data.*
 | Records and fact sheets of learner demographics. This could include:* Listing of participant particulars
* Email queries on personal particulars to participants or programme organisers and their responses
* Surveys
* FGD records and findings
* Reference to learner profile in programme proposal to client/course organisers
 | *Applicant is to ensure you are able to fulfil the following requirements:*I am able to:[ ]  Present and show records of my efforts and pre-programme enquiries to check out participant characteristics.[ ]  Show evidence of collation of the key characteristics of participants of the learning programme. [ ]  Explain the ethical considerations of how I collected, shared and used the learner data.*Applicant’s Notes:* | *For Assessor’s comments* |
| *3. Derive conclusions from the analysis of learner profile and relate these to learning trends and need.* |  | I am able to:[ ]  Show records of the consolidated outcomes and conclusions of my enquiry into learner profile.[ ]  Provide an analysis of the learner particulars to define traits and key characteristics that inform on their learning needs and styles.[ ]  Relate the learner profile to learning trends and patterns and point out anticipated learning and performance gaps.[ ]  Explain how the recommended learning pathways and approaches were pertinent to the defined learner profile.[ ]  Highlight any significant and key traits that applicant had discerned and would need to cater for in learning.*Applicant’s Notes:* | *For Assessor’s comments* |
| *4. Translate the learner profile analysis outcomes to learning design, plans for delivery, and learning outcomes* | Submit documents outlining learning programme outline, lesson plans, with accompanying learning objectives.  | I am able to:[ ]  Explain what I considered as appropriate learning design to meet learner needs and learning objectives.[ ]  Explain principles and dimensions of adult learning that guided learning design and/or learning delivery. [ ]  Work out **and/or** adapt given course ware, activities and instructional methods to help learners learn effectively.[ ]  Point out learning barriers that I had anticipated for the target learners and what I did to overcome them in design and delivery.*Applicant’s Notes:* | *For Assessor’s comments* |
| ***TELD Part II****1. Identify opportunities and devise processes for integrating learning technologies with delivery approaches* | Submit learning programme course wares (lesson plans, slides, workbooks, etc.) and/or learning delivery evidence that has a prominent on-line component. e.g., use of Nearpod, Padlet, Miro, Mural, Canvas, Google Classroom etc.:[ ]  Courseware which shows the integration of technology with pedagogy and content to enhance design and delivery. [ ]  Learning technologies were utilized in the asynchronous and/or synchronous sessions of the lesson to aid, moderate and/or substitute learning processes.  | *Note to Applicant: For this badge, focus would particularly be on* ***Identification of Learner profile******and*** *evaluation of learning delivery.** Prepare to show in the interview how the use of technology enhanced design and delivery and learner engagement.
* You should be able to point out why and how the inclusion of online learning applications and tools in the programme delivered:
	+ was relevant to learner profile and characteristics, and to the context of learners’ work and/or industry.

**AND/OR*** Could pose potential or actual barriers to adult learners.
* In addition, you should be able to explain to the interviewer the sequence and choice of online and face-to-Face modalities for the technology-enabled learning experience in relation to the learning needs and desired outcomes.

*Applicant’s Notes:*

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 | *For Assessor’s comments* |
| 2. *Source for appropriate learning technologies in accordance with legal and ethical guidelines* | The Technology-enabled Learning Delivery included:[ ]  Both asynchronous and synchronous modalities and aligned with learner profile, learning needs with~~:~~[ ]  Resources, activities, support, and evaluation of learning in the different modalities.[ ]  Provisions for learning interactions with content, peer(s) and facilitator[ ]  A variety of instructional methods (such as discussion, role play, case study, and skills practice) appropriate to the learner profile, and learning needs | * Be ready to explain in the interview, how the access by learners to systems, and tools, and to interact with other learners and the facilitator was incorporated to ease and motivate learning.
* Explain ethical guideline(s) **adopted** in implementing learning technologies in asynchronous and synchronous facilitation sessions.

*Applicant’s Notes:*

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 | *For Assessor’s comments* |
| *3. Resolve disruptions and challenges during technology-enabled learning delivery* | Artefacts above *may* be supplemented by Sample Videos/ Screenshots of an authentic asynchronous **OR**synchronous learning session.  | * Be ready to relate **at least two (2)** examples of how disruptions and challenges were resolved to maintain focus in technology-enabled learning.

*Applicant’s Notes:*

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 | *For Assessor’s comments* |
| 4. *Facilitate technology-enabled synchronous and asynchronous learning experiences* | Artefacts above *may* be supplemented by Sample Videos/ Screenshots of an authentic asynchronous **AND** synchronous learning session**.** | *Note to Applicant: For this statement, applicant is advised to ensure that product and process evidence point to* ***both asynchronous and synchronous*** *learning facilitation.** Based on the technology-enabled learning delivery plan, prepare to:

**-** Point out provisions for online moderation using principles of motivating and supporting adult learning to keep the lesson engaging and interactive. **-** Show how learners were involved in social learning, collaboration and interactive engagement *Applicant’s Notes:*

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 | *For Assessor’s comments* |
| 5. *Monitor learning participation and engagement and make adjustment(s) to delivery approach* | Provision of evidence of:[ ]  implementation in asynchronous and synchronous facilitation that could highlight or illustrate adjustments made in delivery. | * Be prepared in the interview, to provide examples of observed responses and results that indicated success or challenges in learning. In the case of the latter, be ready to elaborate on what was done to improve the technology-enabled learning delivery.

*Applicant’s Notes:*

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 | *For Assessor’s comments* |