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Candidate Results Slip - Certificate in Teaching with Digital Technologies

Marking Rubric	Module
4167 - Assessment Crtieria	4167

Centre Name	Candidate Number	Candidate Name
Ambitus World School	0032	Pavani Janjanam

Unit	Learning Outcomes	Evidenced
4167 - LO A	4167 - LO A: Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.	SUFFICIENT
4167 - LO B	4167 - LO B: With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within their own practice to support teaching and promote learning.	SUFFICIENT
4167 - LO C	4167 - LO C: Within their own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.	SUFFICIENT
4167 - LO D	4167 - LO D: Evaluate digital technologies to support teaching and promote learning	SUFFICIENT
4167 - LO E	4167 - LO E: Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.	SUFFICIENT
4167 - LO F	4167 - LO F: Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.	SUFFICIENT
4167 - LO G	4167 - LO G: Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.	SUFFICIENT
4167 - LO H	4167 - LO H: Evaluate the lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice.	SUFFICIENT
4167 - LO I	4167 - LO I: Select appropriate digital technologies to design learning activities specific to developing different skills.	SUFFICIENT
4167 - LO J	4167 - LO J: Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.	SUFFICIENT
4167 - LO K	4167 - LO K: Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.	SUFFICIENT
4167 - LO L	4167 - LO L: Create opportunities to collaborate with colleagues to design learning activities using digital technologies.	SUFFICIENT

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Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	**PASS**	Candidate demonstrates a broad understanding of concepts and principles, applying these to own practice, without the evidence of critical evaluation and its limitations required for a distinction grade.
Evidences effective practice, with a sound and largely accurate understanding of relevant theories and principles underlying practice in teaching. Some evidence of application of theories and Principles to own practice. Some evidence of reflective evaluation.	**PASS**	Evidences effective practice, with an accurate understanding of some theories, applied to own practice and some evidence of reflective evaluation and a lesson plan in detail and well-structured.
Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis.Structured approach to analysis and discussion.	**PASS**	Analysis and discussions from study and experience, using some different sources of information and relevant examples.
Presents ideas, arguments and discussions in an orderly and generally consistant manner. Professional approach to presentation of work. Opinions may be expressed at times without evidential or other accepted support. Academic conventions mostly followed, with attempt to reference appropriately.	**PASS**	Presentation generally consistent and professional, with some minor weaknesses such as using bold letters for referencing or some ideas without much support.

Examiner feedback to candidate:

Is evident that the candidate has made a real effort on developing own professional development. The Lesson Plan is of a high standard and other documents of practice are as well. They have reviewed locally available technologies and tried different software for different activities. The analysis and reflections could have been supported better with theories of Teaching and Learning with Digital Technologies, rather than describing only the pedagogic point of view. Therefore the ePortfolio in parts becomes descriptive for this specific PDQ.

The candidate could analyse in more depth the different features and functionalities of the digital technologies and, later on, its impact on learning outcomes. Limitations of concepts, principles and methods with digital technologies are required in some form for a Distinction in AC1.

The Harvard Style or equivalent for referencing should be followed in order to be considered for a distinction in presentation (AC4). Candidate was strong in some LO's and can progress to Module 2, however, more focus is needed on specific theories and presentation for a solid Pass expectation in Module 2.

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Marking Rubric	Module
4167 - Assessment Crtieria	4167

Centre Name	Candidate Number	Candidate Name
Ambitus World School	0033	G. Santhosh Lakshmi

Unit	Learning Outcomes	Evidenced
4167 - LO A	4167 - LO A: Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.	SUFFICIENT
4167 - LO B	4167 - LO B: With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within their own practice to support teaching and promote learning.	SUFFICIENT
4167 - LO C	4167 - LO C: Within their own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.	SUFFICIENT
4167 - LO D	4167 - LO D: Evaluate digital technologies to support teaching and promote learning	SUFFICIENT
4167 - LO E	4167 - LO E: Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.	SUFFICIENT
4167 - LO F	4167 - LO F: Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.	SUFFICIENT
4167 - LO G	4167 - LO G: Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.	SUFFICIENT
4167 - LO H	4167 - LO H: Evaluate the lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice.	SUFFICIENT
4167 - LO I	4167 - LO I: Select appropriate digital technologies to design learning activities specific to developing different skills.	SUFFICIENT
4167 - LO J	4167 - LO J: Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.	SUFFICIENT
4167 - LO K	4167 - LO K: Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.	SUFFICIENT
4167 - LO L	4167 - LO L: Create opportunities to collaborate with colleagues to design learning activities using digital technologies.	SUFFICIENT

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Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	**PASS**	A broad understanding of concepts and principles applied to own practice.
Evidences effective practice, with a sound and largely accurate understanding of relevant theories and principles underlying practice in teaching. Some evidence of application of theories and principles to own practice. Some evidence of reflective evaluation.	**PASS**	Effective practice with a sound understanding of theories applied to own practice and some reflective evaluation.
Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis. Structured approach to analysis and discussion.	**PASS**	Analysis from study and experience, using varied sources of information in places.
Presents ideas, arguments and discussions in an orderly and generally consistant manner. Professional approach to presentation of work. Opinions may be expressed at times without evidential or other accepted support. Academic conventions mostly followed, with attempt to reference appropriately.	**PASS**	Presentation is generally consistent with some weaknesses in grammar and style of referencing not following the Harvard Style.

Examiner feedback to candidate:

Candidate evidences making a real effort to develop own practice. There is evidence of exposure to literature, however there is little critical evaluation of limitations. AC2 is the strongest area, with a good lesson plan and post-reflections, however, the theories used are those that are appropriate for teaching and learning but not specific for digital technologies. Analysis is structured, and there are many citations, however, in many of these it is difficult to link the citation with the idea exposed or is not relevant enough.

Candidate can progress to module 2 but it is advisable to improve the use of referencing and direct quotations and there is a need to focus on specific theories of teaching and learning with digital technologies. Grammar and structure should be also double checked before submitting in the future.

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Marking Rubric	Module
4167 - Assessment Crtieria	4167

Centre Name	Candidate Number	Candidate Name
Ambitus World School	0034	Rehana Sultana

Unit	Learning Outcomes	Evidenced
4167 - LO A	4167 - LO A: Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.	SUFFICIENT
4167 - LO B	4167 - LO B: With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within their own practice to support teaching and promote learning.	SUFFICIENT
4167 - LO C	4167 - LO C: Within their own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.	SUFFICIENT
4167 - LO D	4167 - LO D: Evaluate digital technologies to support teaching and promote learning	SUFFICIENT
4167 - LO E	4167 - LO E: Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.	SUFFICIENT
4167 - LO F	4167 - LO F: Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.	SUFFICIENT
4167 - LO G	4167 - LO G: Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.	SUFFICIENT
4167 - LO H	4167 - LO H: Evaluate the lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice.	SUFFICIENT
4167 - LO I	4167 - LO I: Select appropriate digital technologies to design learning activities specific to developing different skills.	SUFFICIENT
4167 - LO J	4167 - LO J: Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.	SUFFICIENT
4167 - LO K	4167 - LO K: Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.	SUFFICIENT
4167 - LO L	4167 - LO L: Create opportunities to collaborate with colleagues to design learning activities using digital technologies.	SUFFICIENT

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Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	**PASS**	Broad understanding of concepts and principles, well-applied to own practice.
Evidences effective practice, with a wellfocused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice. Evidence of reflective evaluation of own practice, and identification of learning from experience.	**DISTINCTION**	Evidences effective practice, with a well focused utilization of theories and principles, reflecting and learning.
Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis. Structured approach to analysis and discussion.	**PASS**	Analysis from study and experience. Use of relevant examples and some sources of information, or a range of sources in places.
Presents ideas, arguments and discussions in an orderly and generally consistant manner. Professional approach to presentation of work. Opinions may be expressed at times without evidential or other accepted support. Academic conventions mostly followed, with attempt to reference appropriately.	**PASS**	Presentation professional and generally consistent, with minor weaknesses. Opinions at times not well-supported, some paragraphs with structure or grammar errors.

Examiner feedback to candidate:

Candidate is strong for a Pass with some features of a Distinction. In AC1 there is evidence of exposure to literature and focused understanding of concepts and principles, however there is no challenge or critical evaluation of these in own particular context.

AC2 at a level of Distinction despite theories not being specific of teaching and learning with digital technologies due to the well-focused linking of theories, practice and opinions about future development.

AC3 in places could be considered a Distinction but lacks consistency across the whole portfolio with areas that are more descriptive. AC4 also has some features of a Distinction, professional, justifying most ideas, with appropriate referencing style, with minor weaknesses in structure that will be easy to overcome by double checking or proof reading in the future. Reference list should also follow academic standards to presentation.

Candidate can progress to modules 2 and 3. Theories and models specific to digital technologies should be used and applied, rather than just mentioned. The analysis of the technologies and functionalities is key to consistently link methods and learning activities.

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Marking Rubric	Module
4167 - Assessment Crtieria	4167

Centre Name	Candidate Number	Candidate Name
Ambitus World School	0035	Chinta Lavanya

Unit	Learning Outcomes	Evidenced
4167 - LO A	4167 - LO A: Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.	SUFFICIENT
4167 - LO B	4167 - LO B: With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within their own practice to support teaching and promote learning.	SUFFICIENT
4167 - LO C	4167 - LO C: Within their own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.	SUFFICIENT
4167 - LO D	4167 - LO D: Evaluate digital technologies to support teaching and promote learning	SUFFICIENT
4167 - LO E	4167 - LO E: Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.	SUFFICIENT
4167 - LO F	4167 - LO F: Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.	SUFFICIENT
4167 - LO G	4167 - LO G: Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.	SUFFICIENT
4167 - LO H	4167 - LO H: Evaluate the lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice.	SUFFICIENT
4167 - LO I	4167 - LO I: Select appropriate digital technologies to design learning activities specific to developing different skills.	SUFFICIENT
4167 - LO J	4167 - LO J: Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.	SUFFICIENT
4167 - LO K	4167 - LO K: Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.	SUFFICIENT
4167 - LO L	4167 - LO L: Create opportunities to collaborate with colleagues to design learning activities using digital technologies.	SUFFICIENT

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Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	**PASS**	Broad understanding of relevant concepts applied to own practice. Little evidence of critical evaluation of its limitations.
Evidences effective practice, with a sound and largely accurate understanding of relevant theories and principles underlying practice in teaching. Some evidence of application of theories and principles to own practice. Some evidence of reflective evaluation.	**PASS**	Effective practice, with an accurate understanding of some relevant theories, and evidence of reflecting and learning.
Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis. Structured approach to analysis and discussion.	**PASS**	Analysis structured, from study and experience, using some sources of information.
Presents ideas, arguments and discussions in an orderly and generally consistant manner. Professional approach to presentation of work. Opinions may be expressed at times without evidential or other accepted support. Academic conventions mostly followed, with attempt to reference appropriately.	**PASS**	Presentation generally consistent with some weaknesses in referencing style.

Examiner feedback to candidate:

Candidate is a solid Pass. Exposure to literature is evident, using the information to support own ideas. Theories are mostly those used for Teaching and Learning, lacking on specific theories of teaching and learning with digital technologies (Models such as SAMR for example). Some concepts like "gamification" are presented and well-used. There is little critical evaluation and analysis of limitations of the specific functionalities and application of concepts to practice.

Presentation is professional, however, reference list is not in alphabetical order and direct quotations do not follow the academic standards (Harvard Style) therefore it falls into a Pass award in AC4.

Candidate is ready to transition to module 2 but needs to polish some minor weaknesses and engage with theories that are specific to this programme.

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Candidate Results Slip - Certificate in Teaching with Digital Technologies

Marking Rubric	Module
4167 - Assessment Crtieria	4167

Centre Name	Candidate Number	Candidate Name
Ambitus World School	0036	Deepthi N.S. Pillalamarri

Unit	Learning Outcomes	Evidenced
4167 - LO A	4167 - LO A: Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.	SUFFICIENT
4167 - LO B	4167 - LO B: With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within their own practice to support teaching and promote learning.	SUFFICIENT
4167 - LO C	4167 - LO C: Within their own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.	SUFFICIENT
4167 - LO D	4167 - LO D: Evaluate digital technologies to support teaching and promote learning.	SUFFICIENT
4167 - LO E	4167 - LO E: Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.	SUFFICIENT
4167 - LO F	4167 - LO F: Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.	SUFFICIENT
4167 - LO G	4167 - LO G: Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.	SUFFICIENT
4167 - LO H	4167 - LO H: Evaluate the lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice.	SUFFICIENT
4167 - LO I	4167 - LO I: Select appropriate digital technologies to design learning activities specific to developing different skills.	SUFFICIENT
4167 - LO J	4167 - LO J: Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.	SUFFICIENT
4167 - LO K	4167 - LO K: Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.	SUFFICIENT
4167 - LO L	4167 - LO L: Create opportunities to collaborate with colleagues to design learning activities using digital technologies.	SUFFICIENT

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Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	**PASS**	Broad understanding of concepts and principles. Applies these to own practice.
Evidences effective practice, with a sound and largely accurate understanding of relevant theories and principles underlying practice in teaching. Some evidence of application of theories and principles to own practice. Some evidence of reflective evaluation.	**PASS**	Effective practice with a sound and accurate understanding of theories and evidence of reflective practice.
Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis. Structured approach to analysis and discussion.	**PASS**	Analysis from study, using some sources of information.
Presents ideas, arguments and discussions in an orderly and generally consistant manner. Professional approach to presentation of work. Opinions may be expressed at times without evidential or other accepted support. Academic conventions mostly followed, with attempt to reference appropriately.	**PASS**	Professional presentation with some weaknesses when referencing (not following the academic conventions fully)

Examiner feedback to candidate:

Candidate is strong in some areas and not as strong in others. Theories used are not specific to digital technologies models but are well applied to own lesson plan or used to back up opinions. There is little evidence of critical evaluation of limitations of these concepts in own context, however, there is abundant evidence of reflective evaluation about practice, learning from experience, focusing on specific features of the different technologies. It is close to a Distinction in AC2.

Referencing style does not follow the academic conventions, with direct quotations not following the Harvard Style commonly accepted. Reference list not in alphabetical order as well.

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Marking Rubric	Module
4167 - Assessment Crtieria	4167

Centre Name	Candidate Number	Candidate Name
Ambitus World School	0037	Shalini Seth

Unit	Learning Outcomes	Evidenced
4167 - LO A	4167 - LO A: Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.	SUFFICIENT
4167 - LO B	4167 - LO B: With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within their own practice to support teaching and promote learning.	SUFFICIENT
4167 - LO C	4167 - LO C: Within their own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.	SUFFICIENT
4167 - LO D	4167 - LO D: Evaluate digital technologies to support teaching and promote learning.	SUFFICIENT
4167 - LO E	4167 - LO E: Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.	SUFFICIENT
4167 - LO F	4167 - LO F: Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.	SUFFICIENT
4167 - LO G	4167 - LO G: Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.	SUFFICIENT
4167 - LO H	4167 - LO H: Evaluate the lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice.	SUFFICIENT
4167 - LO I	4167 - LO I: Select appropriate digital technologies to design learning activities specific to developing different skills.	SUFFICIENT
4167 - LO J	4167 - LO J: Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.	SUFFICIENT
4167 - LO K	4167 - LO K: Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.	SUFFICIENT
4167 - LO L	4167 - LO L: Create opportunities to collaborate with colleagues to design learning activities using digital technologies.	SUFFICIENT

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Demonstrates a well-focused understanding of relevant concepts and principles, with evidence of analysis of strengths and weaknesses. Applies relevant concepts and principles to own practice, with evidence of critical evaluation and limitations.	**DISTINCTION**	Broad range of evidence across the portfolio shows clear understanding of a range of T&L methodologies with digital technology.
Evidences effective practice, with a well focused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice. Evidence of reflective evaluation of own practice, and identification of learning from experience.	**DISTINCTION**	Clear learning journey evident across the portfolio with good engagement on relevant literature and plenty of reflective practice.
Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis. Structured approach to analysis and discussion.	**PASS**	Writing tended towards the descriptive rather than analytical but some evidence of discussion of ideas with colleagues, mentor and students.
Presents ideas, arguments and information in a well-structured and consistent manner. Professional approach to presentation of work, with opinions only given when justified and/or backed up by evidence. Academic conventions followed, with appropriate referencing to published work or other accepted sources of evidence.	**DISTINCTION**	Clearly presented with many useful and engaging examples of teaching practice presented.

Examiner feedback to candidate:

This portfolio showed a clear learning journey. The impact of the pandemic led to the use of remote learning and teaching strategies that lend themselves well to the application of digital technologies. It is clear that these were well used to support active and independent learning, practical exploration of learning and good formative assessment techniques.

Strengths from this submission would be better supported if observational feedback focused more on the use and application of digital technology and less on general classroom pedagogy.

This candidate would now benefit from further exploration of the use of digital technologies to support differentiated teaching and learning.

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Marking Rubric	Module
4167 - Assessment Crtieria	4167

Centre Name	Candidate Number	Candidate Name
Ambitus World School	0038	Surabhi Rawat

Unit	Learning Outcomes	Evidenced
4167 - LO A	4167 - LO A: Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.	SUFFICIENT
4167 - LO B	4167 - LO B: With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within their own practice to support teaching and promote learning.	SUFFICIENT
4167 - LO C	4167 - LO C: Within their own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.	SUFFICIENT
4167 - LO D	4167 - LO D: Evaluate digital technologies to support teaching and promote learning.	SUFFICIENT
4167 - LO E	4167 - LO E: Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.	SUFFICIENT
4167 - LO F	4167 - LO F: Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.	SUFFICIENT
4167 - LO G	4167 - LO G: Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.	SUFFICIENT
4167 - LO H	4167 - LO H: Evaluate the lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice.	SUFFICIENT
4167 - LO I	4167 - LO I: Select appropriate digital technologies to design learning activities specific to developing different skills.	SUFFICIENT
4167 - LO J	4167 - LO J: Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.	SUFFICIENT
4167 - LO K	4167 - LO K: Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.	SUFFICIENT
4167 - LO L	4167 - LO L: Create opportunities to collaborate with colleagues to design learning activities using digital technologies.	SUFFICIENT

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Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	**PASS**	There is clear evidence of an understanding of T&L with digital technologies but it was more difficult to find critical evaluation that explored the strengths and weaknesses.
Evidences effective practice, with a wellfocused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice. Evidence of reflective evaluation of own practice, and identification of learning from experience.	**DISTINCTION**	There was plenty of evidence of well-focused understanding of relevant theories and their practical application in the use of digital technology in the classroom. Through the portfolio, there is clear evidence of a learning journey and reflective evaluation of the candidate's own practice.
Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis. Structured approach to analysis and discussion.	**PASS**	There is some attempt at analysis of own practice that is supported with engagement with relevant sources. This section would improve if the candidate were able to engage a little more critically.
Presents ideas, arguments and information in a well-structured and consistent manner. Professional approach to presentation of work, with opinions only given when justified and/or backed up by evidence. Academic conventions followed, with appropriate referencing to published work or other accepted sources of evidence.	**DISTINCTION**	A well presented and clearly structured submission.

Examiner feedback to candidate:

This portfolio had many strengths. The learning journey is clear and the classroom practice is firmly focused on the use of digital technology to support active, independent remote learning.

The portfolio evidenced a range of digital technology learning strategies that were clearly motivating; and the use of effective formative assessment techniques were able to show that good learning had taken place.

Observational feedback from the school mentor and colleagues showed a clear focus on the impact of digital technology on learning and teaching.

In order to improve, it would be good to see a. some more critical engagement in how digital technology and support learning and teaching and b. an exploration of how the use of digital technology can be inclusive; and how we need to differentiate our teaching using digital technology to differentiate and scaffold student learning.

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Marking Rubric	Module
4167 - Assessment Crtieria	4167

Centre Name	Candidate Number	Candidate Name
Ambitus World School	0039	Madhavi Latha Immidisetti

Unit	Learning Outcomes	Evidenced
4167 - LO A	4167 - LO A: Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.	SUFFICIENT
4167 - LO B	4167 - LO B: With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within their own practice to support teaching and promote learning.	SUFFICIENT
4167 - LO C	4167 - LO C: Within their own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.	SUFFICIENT
4167 - LO D	4167 - LO D: Evaluate digital technologies to support teaching and promote learning.	SUFFICIENT
4167 - LO E	4167 - LO E: Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.	SUFFICIENT
4167 - LO F	4167 - LO F: Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.	SUFFICIENT
4167 - LO G	4167 - LO G: Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.	SUFFICIENT
4167 - LO H	4167 - LO H: Evaluate the lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice.	SUFFICIENT
4167 - LO I	4167 - LO I: Select appropriate digital technologies to design learning activities specific to developing different skills.	SUFFICIENT
4167 - LO J	4167 - LO J: Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.	SUFFICIENT
4167 - LO K	4167 - LO K: Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.	SUFFICIENT
4167 - LO L	4167 - LO L: Create opportunities to collaborate with colleagues to design learning activities using digital technologies.	SUFFICIENT

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Candidate Results Slip - Certificate in Teaching with Digital Technologies

Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	**PASS**	There is evidence across the portfolio of an understanding of how teaching and learning can be supported or enhanced using DT. In order to improve against this criteria, it would be good to read HOW principals were applied to support professional practice inmore detail.
Evidences effective practice, with a sound and largely accurate understanding of relevant theories and principles underlying practice in teaching. Some evidence of application of theories and principles to own practice. Some evidence of reflective evaluation.	**PASS**	Although much of the portfolio is descriptive, it shows a sound understanding of the role of DT in developing learners skills and knowledge. Examples tend to focus on what was done rather than how it was done.
Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis. Structured approach to analysis and discussion.	**PASS**	There is some attempt at analysis of own practice that is supported with engagement with relevant sources. This section would improve if the candidate were able to engage a little more critically.
Presents ideas, arguments and information in a well-structured and consistent manner. Professional approach to presentation of work, with opinions only given when justified and/or backed up by evidence. Academic conventions followed, with appropriate referencing to published work or other accepted sources of evidence.	**DISTINCTION**	A well presented and clearly written portfolio that accurately references sources.

Examiner feedback to candidate:

Overall, this portfolio shows clear learning and development over time. The provision, use and benefit of digital technology is clearly referenced with growing confidence; and lesson planning shows a growing awareness of active and independent learning techniques, formative assessment strategies and some attempts to be inclusive.

The candidate clearly evidences learning conversations with a school mentor and colleagues and, to some extent, uses these discussions to inform future practice.

In order to improve this submission, the candidate should try to provide examples of how digital technology is used to achieve learning outcomes as well as demonstrating that it is used. For example ' the activity focused on the needs of a variety of learners' doesn't tell the reader how this was done.

In addition, there was less evidence of inclusive or differentiated learning being planned for or implemented. This could be an area for future learning since engagement with 'learning styles' is now largely thought to be inappropriate in best classroom practice.

Finally, try to focus on the learning, motivation and progress of students rather than their enjoyment of activities. We can enjoy and learn nothing. We can find learning challenging and learn a lot.

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Marking Rubric	Module	Centre Name	Candidate Number	Candidate Name
4167 - Assessment Crtieria	4167	Ambitus World School	0040	Madhu Malla

Unit	Learning Outcomes	Evidenced
4167 - LO A	4167 - LO A: Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.	SUFFICIENT
4167 - LO B	4167 - LO B: With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within their own practice to support teaching and promote learning.	SUFFICIENT
4167 - LO C	4167 - LO C: Within their own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.	SUFFICIENT
4167 - LO D	4167 - LO D: Evaluate digital technologies to support teaching and promote learning.	SUFFICIENT
4167 - LO E	4167 - LO E: Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.	SUFFICIENT
4167 - LO F	4167 - LO F: Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.	SUFFICIENT
4167 - LO G	4167 - LO G: Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.	SUFFICIENT
4167 - LO H	4167 - LO H: Evaluate the lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice.	SUFFICIENT
4167 - LO I	4167 - LO I: Select appropriate digital technologies to design learning activities specific to developing different skills.	SUFFICIENT
4167 - LO J	4167 - LO J: Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.	SUFFICIENT
4167 - LO K	4167 - LO K: Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.	SUFFICIENT
4167 - LO L	4167 - LO L: Create opportunities to collaborate with colleagues to design learning activities using digital technologies.	SUFFICIENT

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Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	**PASS**	This is evidenced throughout the portfolio but would be improved if the candidate gave more detailed examples to show HOW DT is used alongside WHAT DT is used.
Evidences effective practice, with a wellfocused understanding of relevant theories and principles underlying practice in teaching, and applied to own practice. Evidence of reflective evaluation of own practice, and identification of learning from experience.	**DISTINCTION**	This was a strength of the submission with clear development of thinking and practice across the portfolio.
Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis. Structured approach to analysis and discussion.	**PASS**	Although there is clear analysis and discussion across the portfolio, this would be improved by engaging in a little more depth - what could be improved? Why do you think this? What evidence is there of impact on learning? etc
Presents ideas, arguments and information in a well-structured and consistent manner. Professional approach to presentation of work, with opinions only given when justified and/or backed up by evidence. Academic conventions followed, with appropriate referencing to published work or other accepted sources of evidence.	**DISTINCTION**	A clear and well presented portfolio with relevant supporting examples of student work.

Examiner feedback to candidate:

This portfolio showed clear learning and development of thinking as the portfolio progresses. There is clear engagement in a variety of digital technology strategies and resources that are used appropriately to support active and independent learning. Formative assessment is in place and would benefit from further development (perhaps using peer and self-assessment to inform future learning?).

The candidate has been well supported by detailed and critically constructive mentor observation and feedback that has enabled them to consider the impact of digital technology on students' learning and progress. This is also supported in discussions and collaborations with colleagues.

The submission would be improved by providing more evidence of application of digital technology - how it is used to impact positively on learning and teaching. It would also be good to give more consideration to inclusive practice and the differentiated use of digital technology in the classroom.

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Marking Rubric	Module
4167 - Assessment Crtieria	4167

Centre Name	Candidate Number	Candidate Name
Ambitus World School	0041	Fauzia Sultana M

Unit	Learning Outcomes	Evidenced
4167 - LO A	4167 - LO A: Analyse how a range of locally available digital technologies support existing, or allow new, learning activities.	SUFFICIENT
4167 - LO B	4167 - LO B: With reference to relevant concepts, principles and theories, explore how and why digital technologies can be used within their own practice to support teaching and promote learning.	SUFFICIENT
4167 - LO C	4167 - LO C: Within their own school context, investigate how learning activities using digital technologies allow students to develop twenty-first-century skills.	SUFFICIENT
4167 - LO D	4167 - LO D: Evaluate digital technologies to support teaching and promote learning.	SUFFICIENT
4167 - LO E	4167 - LO E: Plan, prepare and teach a lesson that uses one or more digital technologies to promote learning.	SUFFICIENT
4167 - LO F	4167 - LO F: Demonstrate how the use of digital technologies can promote active learning and an inclusive learning environment, and how it can engage and motivate students to learn.	SUFFICIENT
4167 - LO G	4167 - LO G: Assess the effect of using digital technologies on students' learning by using appropriate formative assessment methods.	SUFFICIENT
4167 - LO H	4167 - LO H: Evaluate the lesson, including the use of the digital technologies, using feedback from their mentor and their own reflections to develop future practice.	SUFFICIENT
4167 - LO I	4167 - LO I: Select appropriate digital technologies to design learning activities specific to developing different skills.	SUFFICIENT
4167 - LO J	4167 - LO J: Use feedback from colleagues and students to identify strengths and areas for further development when designing learning activities using digital technologies.	SUFFICIENT
4167 - LO K	4167 - LO K: Apply relevant concepts, principles and theories in reflecting on the benefits and challenges of using digital technologies for teaching and learning.	SUFFICIENT
4167 - LO L	4167 - LO L: Create opportunities to collaborate with colleagues to design learning activities using digital technologies.	SUFFICIENT

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Demonstrates a broad understanding of relevant concepts and principles, and is able to apply these in a meaningful way to own practice.	**PASS**	This portfolio shows clear evidence of good practice in teaching and learning and how DT can enhance and support this. Writing tends to focus on what DT was used rather than HOW it was used to support teaching and learning.
Evidences effective practice, with a sound and largely accurate understanding of relevant theories and principles underlying practice in teaching. Some evidence of application of theories and principles to own practice. Some evidence of reflective evaluation.	**PASS**	There is clear evidence across the portfolio of sound understanding of relevant theories and how these can be applied to professional practice. Although there is some reflection, this tends to focus on general pedagogy rather than on the use of DT.
Analyses questions and issues arising from study, enquiry and experience in a sound and largely appropriate manner. Some use of relevant examples drawn from sound evidence. Use of some different information sources to inform discussion and analysis. Structured approach to analysis and discussion.	**PASS**	There is some analysis and enquiry evident across the portfolio although the candidate is quite accepting of the theories and research rather than engaging with them critically.
Presents ideas, arguments and discussions in an orderly and generally consistant manner. Professional approach to presentation of work. Opinions may be expressed at times without evidential or other accepted support. Academic conventions mostly followed, with attempt to reference appropriately.	**PASS**	A well structured portfolio that backs up ideas with relevant theories.

Examiner feedback to candidate:

This portfolio clearly evidences the learning this candidate has undertaken over a period of time. It is clear that they use digital technologies (DT) with growing confidence and success as the portfolio progresses. It is also clear that there is a growing awareness of effective pedagogy; with good attempts at active, independent learning, inclusive practice and formative assessment in places.

There are good discussions with colleagues and mentor which are then applied to the candidates own classroom practice; although, at times, these discussions tend to focus on general teaching pedagogy rather than specific engagement with DT.

In order to improve this submission, I would hope to see more thorough modelling of how digital technology is used to support and enhance effective learning. Alongside this, consideration of the need to differentiate learning activities would also show more developed awareness.