Australian Government

Department of Education, Employment and Workplace Relations

TAEDES502A Design and develop learning resources

Release: 1

INDUSTRY SKILLS COUNCILS

Creating Australia's Future

TAEDES502A Design and develop learning resources

Modification History

Version   **Comments**

TAEDES502A Released with *TAE10 Training and Education Training Package version 2.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and develop resources to support the learning process.

Application of the Unit

This unit typically applies to those involved in resource development.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Research the learning resource requirements	1.1 Clarify with the client the *brief, focus* and *type of learning resource*
	1.2 Research the target audience, their learning needs and the learning environment for the resource
	1.3 Gather, collate and analyse relevant *existing information*
	1.4 Identify any *ethical and legal considerations* and act on them
	1.5 Write a *development work plan*
2. Design the learning resource and plan the content	2.1 Generate a range of design options using a variety of techniques
	2.2 Develop and confirm with the client an outline or prototype for the learning resource
	2.3 Analyse *content specifications* of the learning product and map out proposed content
3. Develop the learning resource content	3.1 Develop content and content specifications in accordance with the agreed design
	3.2 Establish mechanisms for reviewing work in progress
	3.3 Ensure any text is clear, concise, grammatically correct and appropriate for the intended audience
	3.4 Ensure any visuals are relevant, instructive and appropriate for the intended audience
4. Review learning resource prior to implementation	4.1 Check resource content to ensure the accuracy and relevance of information against specifications
	4.2 Check text, format and visual design for clarity and focus
	4.3 Conduct an external review using appropriate review methods and incorporate feedback
	4.4 Review final draft against the brief and other relevant criteria to ensure it meets all requirements prior to delivery to the client
5. Evaluate the design and development process	5.1 Review the design and development process against appropriate evaluation criteria
	5.2 Reflect on the development process and methods and identify areas for improvement
	5.3 Document identified improvements for future projects

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to:
  - identify critical learning points
  - structure and weight the contents appropriately
  - determine appropriateness of feedback
- communication and interpersonal skills to:
  - establish and confirm requirements
  - collaborate with a range of people
  - seek feedback from others
- literacy and writing skills, including:
  - writing for different audiences
  - writing to the appropriate level
  - using an appropriate style
- planning skills to:
  - develop and schedule work plans
  - monitor and manage outcomes
- problem solving skills to:
  - analyse, identify and develop strategies to meet identified challenges
  - identify difficulties of those participating in provision
  - select and use a variety of problem-solving strategies
- review and analysis skills to:
  - identify areas for improvement
  - recognise personal limitations
- research skills to find content and relevant information.

Required knowledge

- principles, theories and contemporary practices of instructional design,
- the main branches of learning theory incorporating behavioural learning theory; cognitive learning theory; experiential learning theory; information processing theory and current research on learning as it relates to teaching in an adult environment
- language, literacy and numeracy (LLN) issues, such as:
  - requirements of target audience
  - using the Australian Core Skills Framework (ASCF) as a framework to aid instructional design
- legal, organisational and ethical responsibilities associated with the assessment system, including:
  - maintaining client privacy and confidentiality

- providing accurate information
- duty of care under common law
- compliance with AQTF requirements
- copyright and privacy laws, including the use of electronic technology.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	
	• Research, design and develop print based resources that reflect client needs and the contexts of application, including:
	    • the research and design of two print based resources, with documented evidence of:
	        • consultation, research and findings
	        • completed designs for the two resources
	    • complete development of one resource with documented evidence of:
	        • a review and trial of the resource, including user feedback and how this impacted on the development of the resource
	        • the final print based resource, either complete or in part or sample
	        • the candidate's specific role in the development process.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Brief may include:	• client proposal • identified gap in the learning product market • tender • organisational need.
Focus of the learning resource may include:	• whole Training Package • Training Package qualification • traineeship/apprenticeship • accredited course • unit/s of competency • non-accredited course • learning program • induction material.
Type of learning resource may include:	• print based, electronic, or technology dependent • learning resources aimed at learners or their facilitators • assessment resources aimed at candidates or assessors • learning resources produced in languages other than English as appropriate to target group learners and workplace.
Existing information may include:	• industry or end user needs • industry best practice and culture • existing learning resources and learning materials • relevant Training Packages/units of competency • relevant accredited courses • workplace procedures, documentation and requirements • information from industry experts and advisers.
Ethical and legal considerations may include:	• contract preparation • meeting contractual requirements • intellectual property

	• regulatory requirements, including occupational health and safety (OHS) • organisational requirements • equity issues and needs • potential legal consequences of false, misleading or incorrect information.
Development work plan may include:	• timelines and milestones to be achieved • scheduled meetings and focus groups • consultative processes • handover requirements • equipment, learning resources and learning materials needed • industry information/practices • budget • identification of risks/risk management strategies • organisation/industrial politics • access to experts or advisers.
Content specifications may include:	• requirements of relevant Training Packages, units of competency/benchmarks • work practices and procedures • culture and ethics of the learner/end user environment • copyright/intellectual property agreements/ acknowledgements.

Unit Sector(s)

Learning design

Custom Content Section

Not applicable.