TAADES502B Design and develop learning resources
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Modification History
Not applicable.

Unit Descriptor
This unit specifies the competency required to design and develop resources to support learning.

Application of the Unit
Learning resources are designed to enhance and support the effectiveness of the learning process. They provide guidance, materials, learning and assessment activities, and relevant information that address the competencies/learning outcomes to be achieved by the learner. In the TAA04 Training and Assessment Training Package, learning resources are defined as learning materials that have been specifically developed to address a substantive area of teaching/learning and/or assessment guidance and support. Learning resources may address a whole Training Package, a Training Package or course qualification or a learning program. Learning resources may also take the form of existing equipment, physical materials and physical resources within the learning environment. Learning resources can take a variety of forms such as facilitation guides, learning guides/participant resources, assessment materials, workplace resources and text books, and may be self-paced or instructor-led. While primarily text and print-based, other mediums such as audio or video learning resources could be developed using this unit. The complexity of the resource will vary depending on its focus, type, audience and technological medium. Although the range of learning resources may vary, the skills and knowledge required to design and develop them is the same, with instructional design being a critical aspect. Where a learning resource product is built around an electronic medium, other critical skills, knowledge and outcomes are required. These are addressed through separate units of competency, TAADES503B Research and design e-learning resources and TAADES504B Develop and evaluate e-learning resources. Co-learning and co-assessment is suggested where competency across all media is required. Design and development are combined in this unit. In some circumstances the design phase and content development are separated, especially in a large project. However, it is important that competency reflects the whole process. Depending on the complexity of the resource, extensive consultation and working with others may be required. This unit can provide a specific application for undertaking the generic unit TAATAS503B Manage contracted work. The competency specified in this unit is typically required by trainers/facilitators, instructional designers, assessors and consultants.
Licensing/Regulatory Information
Not applicable.

Pre-Requisites
Not applicable.

Employability Skills Information
This unit contains employability skills.

Elements and Performance Criteria Pre-Content
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

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Research and interpret the learning resource requirements</td>
<td>1.1 The <strong>brief, focus and type</strong> of learning resource is clarified with the client</td>
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<td></td>
<td>1.2 The <strong>likely target audience/s</strong>, their learning needs and the <strong>learning environment</strong> for the resource are researched</td>
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<td>1.3 The <strong>characteristics of the learners/end users</strong> of the learning resource are identified</td>
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<td></td>
<td>1.4 <strong>Existing information</strong> which may be relevant is gathered, collated and analysed</td>
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<td></td>
<td>1.5 <strong>Ethical and legal considerations</strong> are identified and acted upon</td>
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<td></td>
<td>1.6 A <strong>development work plan</strong> is written and documented</td>
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</tbody>
</table>
2 Design the learning resource and plan the content

2.1 A range of **design options** is generated using a variety of **principles and techniques**

2.2 Time is taken to **reflect** on the designs, identifying the implications of each

2.3 The diversity of learners/end users and their **learning styles** are researched and embedded into the design specifications

2.4 An **outline or prototype** for the learning resource is developed and confirmed with the client

2.5 The **content specifications** of the learning product are analysed and the proposed content is mapped out

2.6 The breadth and depth of the proposed content is determined, in accordance with the design prototype, content specifications and financial constraints

2.7 **Relevant personnel** are identified to support the development phase, if needed

3 Develop the learning resource content

3.1 Content and content specification is developed in accordance with the agreed design

3.2 Modifications are made to the design and/or content, where necessary, to address changes in project parameters

3.3 **Mechanisms** for reviewing work in progress are established

3.4 Text is clear, concise, grammatically correct and appropriate for the intended audience/s

3.5 Visuals are relevant, instructive and appropriate for the intended audience/s

3.6 The resource is formatted using an appropriate **style guide**

4 Review learning resource prior to implementation

4.1 Content of the resource is checked to ensure the accuracy and relevance of information against content specifications

4.2 Text, format and visual design are checked for
clarity and focus

4.3 An external review is conducted using appropriate methods, and feedback is incorporated where relevant

4.4 Final draft is reviewed 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 The design and development process is reviewed against appropriate evaluation criteria

5.2 Time is taken to reflect and identify areas for improvement

5.3 Identified improvements are documented for future projects

Required Skills and Knowledge

Not applicable.
Evidence Guide

Overview of Assessment

To demonstrate competency against this unit candidates must be able to provide evidence that they have designed and developed learning resources.

The learning resources provided as evidence must: clearly identify the target audience; be appropriate to the target group; and be well structured, clear, interesting, appropriate, easy to use, and accessible.

Competency also requires demonstrated ability to research learning resource requirements and content, seek and accept feedback, work effectively with a project team or other experts as required, and critically evaluate own work.

Evidence Requirements

Required knowledge includes:

- sound knowledge of the vocational education and training system, including:
  - relevant terminology
  - training and assessment processes
  - Training Packages and competency standards
  - the Australian Quality Training Framework (AQTF) requirements
  - the Australian Qualifications Framework (AQF)

- instructional design, for example:
  - planning, analysis, development, synthesis, evaluation
  - presenting material in a logical order and sequence
  - opportunities for collaborative learning between learners
  - navigation tools
  - presenting material in order of increasing difficulty
  - opportunities for review of material and
repetition
the need for learner activity and interactivity
inclusion of a variety of approaches and
techniques for presenting information and
activities and for encouraging participation
by learning
structure of the information
ensure learning is embedded in a realistic
and relevant context
techniques to engage the learner in learning
visual design principles/techniques, for
example:
format
composition
balance
typography
images/graphics
charts/diagrams

research and evaluation techniques,
including:
interviews
focus groups
workshops
questionnaires
literature reviews
web research
pilot processes

a general knowledge of the main branches of
learning theory, for example:
behavioural learning theory
information processing theory
cognitive learning theory
andragogy
vocational education and training pedagogy
learning principles, including:
adults are autonomous and self-directed
adults have life experience to draw on
adults are goal-oriented
adults need relevance
adults are practical
adults need to be shown respect
cultural awareness
a range of learning approaches and styles of
learning resources
different learning styles, including:
activist
reflector
theorist
pragmatist
kinaesthetic
auditory
visual

language, literacy and numeracy (LLN)
issues, for example:
principles and definitions
how to work out the LLN level of likely
users, and LLN requirements of the resource

relevant policy, legislation, codes of practice
and national standards including
Commonwealth and state/territory
legislation, for example:
copyright and privacy laws relating to
electronic technology
security of information
plagiarism
competency standards
licensing
industry/workplace requirements
duty of care under common law
anti-discrimination including equal opportunity, racial vilification and disability discrimination
workplace relations
industrial awards/enterprise agreements

relevant OHS knowledge relating to the work role, and OHS procedures which need to be included in the content of the learning resource
OHS obligations of the training and/or assessment organisation, the trainer/facilitator and learner

**Required skills and attributes include:**

review and analysis skills to:
identify areas for improvement
recognise personal limitations

communication and interpersonal skills to:
collaborate with a range of people
seek feedback from others
be open to feedback and suggestions
maintain a network
listen
negotiate

computer/technical skills, for example:
using a range of software programs
using a range of office equipment

literacy/writing skills, including:
writing from the learner's perspective
writing for different audiences
using plain English and correct grammar
pitching writing to the appropriate level
using an appropriate style
having an eye for detail

time management skills, including keeping to appropriate timelines
analytical skills to:
identify critical learning points
structure and weight the contents appropriately
determine appropriateness of feedback

ability to develop a range of learning activities
research skills to:
find content and relevant information
interview relevant people
solve problems
ask questions

**Products that could be used as evidence** include:

- learning resources developed
- letters to relevant personnel seeking comments and feedback
- evaluation forms
- minutes of meetings
- drafts of resources
- feedback received from others

**Processes that could be used as evidence** include:

- how research was undertaken and why
- how consultative process was set up
- how industry or end user requirements were established
- how resource was evaluated and reviewed
- what methods were used to evaluate the process used for resource development and why
ways in which personal skills and efficiency were developed and monitored and why how personal workload was managed

Resource implications for assessment include:

research for content of resources
access to experts for review and consultation

The collection of quality evidence requires that:

assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Guide, Employability Skills

a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
assessment meets the rules of evidence
a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

a complete print-based learning resource product that demonstrates competency in accordance with the specifications of this unit or
evidence of contributions to a range of learning resources and learning materials that in combination demonstrate competency in accordance with the specifications of this unit
evidence of transferable application to the development of other learning resources designed under the guidelines for Training Package support materials
Integrated assessment means that:

This unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:

TAADES401B Use Training Packages to meet client needs
TAADES402B Design and develop learning programs
TAADES501B Design and develop learning strategies
TAADEL405B Coordinate and facilitate distance-based learning
TAATAS503B Manage contracted work
TAADES503B Research and design e-learning resources
TAADES504B Develop and evaluate e-learning resources.
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.

The brief of the learning resource may include:
- a client proposal
- identified gap in the learning product market
- a tender
- an organisational need

Focus of the learning resource may include:
- a whole Training Package
- a Training Package qualification/qualifications
- a traineeship/apprenticeship
- an accredited course
- individual competency standards/modules/subjects
- a non-accredited course
- a learning program
- a learning resource to support the introduction/implementation of new technology/equipment

Type of learning resource may include:
- Training Package noted support materials, such as:
  - learner/user guides
  - trainer/facilitator guides
  - training guides
  - example training programs
  - specific case studies
  - professional development materials
  - assessment materials
  - other published, commercially available
support materials for Training Packages/courses
organisational learning resources
competency standards as a learning resource
videos
CDs and audio tapes
references and texts
manuals
record/log books
learning resources and learning materials
developed under the Workplace English Language and Literacy (WELL) program
learning resources produced in languages other than English as appropriate to target group learners and workplace

The learning resource is:

designed to enhance and support the effectiveness of the learning process. It provides guidance, materials, learning and assessment activities, and relevant information that addresses the competencies/learning outcomes to be achieved by the learner

Likely target audience/sand learning environment must include:

who the learning resource is for
what the learning resource is designed to do
how the learning resource will be used
where the learning resource will be used
possible mediums to be used

Research may include:

interviews
focus groups
informal discussions
literature reviews
Internet research
evaluations of existing products
questionnaires
workshops

Characteristics of the learners/end

level of prior experience/knowledge of
users may include:

- content area
- skill/competency profile
- range and response to previous learning experiences
- level of education
- socio-economic background, age, gender
- current work
- work culture
- cultural and ethnic background
- disability or learning support needs
- preferred learning styles
- motivation for learning
- English language, literacy and numeracy needs

Existing information may include:

- industry/end user needs
- industry best practice and culture
- existing learning resources and learning materials
- relevant Training Packages/competency standards
- relevant courses, curriculums, modules
- workplace procedures, documentation, and requirements
- industry coverage
- roles and responsibilities of groups and individuals
- 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,
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/advisers

Design options may include:

- Use and extent of practical activity-based content and passive content (reading, interpreting and absorbing information)
- Use and extent of text-based information and graphical information
- Level of depth of text-based information and sophistication of language
- Level of completeness in addressing the focus options for presenting text-based information e.g. straight text, question and answer, case studies
- Visual design
- Sequencing of material
- Sources of further information/further reading
- Style guides
- Visual look

Principles and techniques may include:

- Instructional design, for example:
  - Presenting material in a logical order and sequence
  - Opportunities for collaborative learning between learners
  - Navigation tools
presenting material in order of increasing difficulty
opportunities for review of material and repetition
the need for learner activity and interactivity
inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning
structure of the information
ensuring learning is embedded in a realistic and relevant context
techniques to engage the learner in learning
creative thinking, for example:
  brainstorming
  mind mapping
  scenario setting
  lateral thinking
visual/graphic design, for example:
  format
  composition
  balance
  typography
  images/graphics
  charts/diagrams
research and evaluation, for example:
of other learning resources
up-to-date research on learning

**Reflect may include:**
asking key questions
discussing details with others, for example:
  colleagues
  team members
other learning product
developers/instructional designers
the client
supervisor/manager

standing back from work
setting specified times for reflection
reviewing personal skills

**Learning styles may include:**

- theoretical
- pragmatic
- active
- reflective
- kinaesthetic
- auditory
- visual
Outline or prototypemay include:
mock-up
framework
model
format specifications

Content specificationsmay include:
requirements of relevant Training Packages, competency standards/benchmarks
OHS requirements
work practices and procedures
culture and ethics of the learner/end user environment
organisational requirements
copyright/intellectual property agreements/acknowledgements

Relevant personnelmay include:
subject matter/technical experts
industry experts
colleagues
learners or users
industry stakeholders
specialist consultants, e.g. language, literacy and numeracy specialists

Mechanismsmay include:
verbal or written communication with relevant personnel
verbal or written communication with content experts
project updates
internal/external reviews of drafts

Style guidemay include:
fonts - types and sizes
line spacing
white space
icons
use of visuals - icons, photographs, pictures, diagrams
signposting
logos
Methodsmay include:
- evaluation by experts
- pilot
- focus groups
- questionnaires
- checklists
- workshops
- telephone interviews

Evaluation criteriamay include:
- meeting the brief
- satisfaction of the client
- timeliness
- cost
- design issues/modifications required
- blockages and responses
- team effectiveness/cohesion
- level of expertise required/available

**Unit Sector(s)**
Not applicable.

**Competency Field**
Learning Design