



Australian Government

Department of Education, Employment and Workplace Relations

TAADES502B Design and develop learning resources

Release: 1

TAADES502B Design and develop learning resources

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

Elements and Performance Criteria

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

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

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

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

print-based

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/s and 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:

misleading or incorrect information

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

Reflectmay 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

Methods may include:

DEST Style Guide

client style guide

evaluation by experts

pilot

focus groups

questionnaires

checklists

workshops

telephone interviews

Evaluation criteria may 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**