



Australian Government

TAEDES502 Design and develop learning resources

Release: 1

TAEDES502 Design and develop learning resources

Modification History

Release	Comments
Release 1	This version first released with <i>TAE Training and Education Training Package Version 2.0</i> .

Application

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

It applies to those who use a range of specialised technical or managerial skills, to develop learning resources.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Learning design

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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

ELEMENT	PERFORMANCE CRITERIA
	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

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 1.4, 2.3, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1	- Sources, analyses and interprets text-based information to identify relevance to requirements - Checks learning materials for accuracy, relevance, clarity and focus
Writing	1.1, 1.5, 2.1, 2.2, 2.3, 3.1, 3.3, 4.3,	Produces learning materials that are clear, concise, grammatically correct and appropriate for the intended audience

	5.2, 5.3	Produces documents in a format and structure appropriate for audience and context
Oral Communication	1.2, 1.4, 3.2, 4.3	Uses appropriate communication to clarify requirements, elicit information and review materials
Navigate the world of work	1.4	Identifies, confirms and takes responsibility for adherence to legal and ethical requirements
Interact with others	1.1, 2.2	Recognises the importance of consultation and negotiation, while collaborating to confirm strategy and achieve required outcomes
Get the work done	1.1-1.5, 2.1-2.3, 3.1-3.4, 4.1-4.4, 5.1-5.3	- Plans, organises and completes work according to defined requirements, taking responsibility for decisions - Sequences tasks to achieve efficient outcomes and monitors progress - Seeks feedback and identifies, and responds to problems and opportunities for improvement, and considers options for different or improved approaches

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
TAEDES502 Design and develop learning resources	TAEDES502A Design and develop learning resources	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=35337905-785d-4f93-8777-e9991ad4c6c3>

Assessment Requirements for TAEDES502 Design and develop learning resources

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in the elements and performance criteria of this unit, including:

- researching, designing and developing two print based resources that reflect client needs and the contexts of application, with documented evidence of:
 - consultation with clients, research and findings
 - completed designs for the two resources
- completed 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 a sample
 - the candidate's specific role in the development process.

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge to effectively complete the task outlined in the elements and performance criteria of this unit. This includes knowledge of:

- the 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, including:
 - requirements of the target audience
 - using the Australian Core Skills Framework (ACSF) 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 NVR/AQTF requirements
- copyright and its effect on the design, and development of learning resources.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Conditions must be typical of those experienced in the training and assessment environment.

Assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

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