



Australian Government

TAEDES503 Design and develop e-learning resources

Release: 1

TAEDES503 Design and develop e-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 e-learning resources.

It applies to those who work under limited supervision and use a range of specialised technical or managerial skills, to develop e-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. Determine the scope and research the e-learning resource	1.1 Clarify the brief and focus for the e-resource with the client 1.2 Research the likely target audience for the e-resource, their characteristics and learning needs 1.3 Read, interpret and analyse existing relevant information, to determine the learning content for an e-learning resource 1.4 Determine the suitability of an e-learning resource for the likely target audience 1.5 Identify any ethical and legal considerations 1.6 Document findings of the research
2. Design the e-learning resource	2.1 Use knowledge and experience in learning theory and instructional design, to create the design for the e-learning resource

ELEMENT	PERFORMANCE CRITERIA
	2.2 Plan resources, materials and technical requirements needed for development of the e-learning resource based on the design of the e-learning resource 2.3 Present and discuss the design with the client, and obtain further feedback of the e-learning resource 2.4 Incorporate feedback and address any additional issues in the design 2.5 Confirm with client the design to be developed into the e-learning resource
3. Develop the e-learning resource	3.1 Identify the relevant people to collaborate with on the development of the e-learning resources 3.2 Determine the timelines and resource issues for the production of the e-learning resource 3.3 Consult and use relevant technical guidelines and requirements 3.4 Address any identified legal or ethical obligations, or issues that arise in the development of the e-learning resource 3.5 Develop content and technical framework of the e-learning resources, and address any issues as they arise with relevant persons 3.6 Document the development of the e-learning resource
4. Review, trial and evaluate the e-learning process	4.1 Review the e-learning resource against the client brief, likely target audience and learning needs 4.2 Plan for the trial of the e-learning resource with potential users 4.3 Trial the resource with appropriate recording of outcomes and feedback 4.4 Analyse outcomes and feedback of the trial 4.5 Make adjustments to finalise the e-learning resource 4.6 Discuss and reflect on production of the e-learning resource

Foundation Skills

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

Skill	Performance	Description
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	Criteria	
Reading	1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 3.2, 3.3, 3.4, 4.1, 4.4	Sources, analyses and interprets text-based information, including technical standards, learning theories, organisational policies and procedures, learner information, and review data to inform development of resources
Writing	1.6, 2.1, 2.4, 3.2, 3.5, 3.6, 4.2, 4.3, 4.5	- Produces e-learning material that incorporates an analysis of research, and meets the needs of a specific audience, context and medium - Produces supporting documentation in an appropriate style and format
Oral Communication	1.2, 1.5, 2.3, 3.1, 4.1, 4.2, 4.6	Uses appropriate communication techniques to explore client requirements, present and discuss ideas and feedback, consult
Numeracy	3.2	- Structures timeframes to represent a sequence of events - Costs resources as appropriate - Works with technical information
Navigate the world of work	1.5, 3.4	Identifies, confirms and takes responsibility for adherence to legal and ethical requirements
Interact with others	1.1, 2.5, 3.3	Recognises the importance of consultation and negotiation, while collaborating to confirm the strategy, and achieve required outcomes
Get the work done	1.1-1.6, 2.1-2.5, 3.1-3.6, 4.1-4.6	- Plans, organises and completes work according to defined requirements, taking responsibility for decisions - Sequences tasks and establishes timelines 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 - Uses information and communications technology (ICT) based tools to conduct research, assess specifications and complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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TAEDES503 Design and develop e-learning resources	TAEDES503A Design and develop e-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 TAEDES503 Design and develop e-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:

- to research, design and develop two e-learning resources that reflect client needs and the contexts of application, including:
 - documented evidence of consultation, 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 e-learning 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 characteristics of the intended learner group or audience that may impact on learning, including:
 - language, literacy and numeracy competency
 - cultural, educational and other backgrounds
 - attributes or experience
- current and emerging technologies available for e-resources
- project management methodology to ensure the design and development meets requirements of budget, time, resources and administration
- the principles around effective learning using technology, including multiple perspectives, opportunity for reflection and collaborative learning, and the variety and organisation of information

- concepts of intellectual property and related legal requirements
- a range of e-learning environments and products, and their suitability for different learning outcomes and audiences

design models and technical requirements for e-learning resources how design models and technical resources affect learning.

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, and include access to an e-learning environment.

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

Links

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