



Australian Government

TAEDES513 Design and develop e-learning resources

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with TAE Training and Education Training Package Version 5.0. Supersedes and is not equivalent to TAEDES503 Design and develop e-learning resources.

Application

This unit describes the skills and knowledge required to design and develop e-learning resources for both synchronous and asynchronous learning based on product that is nationally recognised or aligned with other recognised frameworks used in the vocational education and training (VET) sector.

This unit applies to individuals who use instructional design and technical skills to develop e-learning resources, including a learning management system (LMS) course shell, and interactive media components. Learning resources support the development of skills and knowledge and include the training materials used by VET teachers, trainers and assessors, and the learning materials provided to learners.

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

Unit Sector

Design

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to design and develop e-learning resources for synchronous and asynchronous learning	1.1 Identify and clarify purpose, target group and mode of delivery relevant to learning resource design 1.2 Analyse target group characteristics and identify their foundation skill and learning support needs relevant to e-learning resource design 1.3 Access and analyse nationally recognised training products to

ELEMENTS	PERFORMANCE CRITERIA
	identify the skills and knowledge requirements 1.4 Identify organisational procedures for designing and developing e-learning resources
2. Plan design and development of e-learning resources	2.1 Review own skills and knowledge and plan to address identified gaps in subject matter expertise, industry relevance and industry currency according to organisational procedures 2.2 Determine steps and estimate time needed for the design and development of e-learning resources 2.3 Document and confirm the e-learning resource development plan
3. Design e-learning resources	3.1 Review and select options for e-learning resource design appropriate for purpose, target group, mode of delivery and required skills and knowledge 3.2 Experiment with traditional and digital methods to create required visual learning opportunities 3.3 Analyse and break required skills and knowledge into manageable sessions and arrange and sequence the sessions to support learner progression 3.4 Document and confirm the e-learning resource design approach
4. Develop e-learning learning materials and training materials	4.1 Develop course content shell, interactive media components, sequences, interactivity and content templates 4.2 Develop e-learning material content and activities to progress, support and engage learners 4.3 Embed digital e-learning tools for asynchronous learning 4.4 Use classification techniques to develop content inventory and detail levels of hierarchy 4.5 Develop e-learning training material content to guide VET teachers, trainers and assessors 4.6 Document e-learning resources and maintain an amount of training register according to organisational procedures
5. Trial e-learning resources	5.1 Plan for trial of e-learning resources with potential users 5.2 Trial e-learning resource and collect and record trial feedback 5.3 Analyse and use trial feedback to improve e-learning resources
6. Finalise e-learning resources	6.1 Check and confirm e-learning resources are industry relevant and industry current 6.2 Check and confirm e-learning resources are clear and tailored to target group 6.3 Map e-learning resources to nationally recognised training products to confirm validity 6.4 Check and confirm resources comply with legislative and

ELEMENTS	PERFORMANCE CRITERIA
	regulatory requirements and are accurate and free of spelling, grammar and formatting errors 6.5 Check and confirm third-party content is attributed according to organisational procedures 6.6 Check and confirm content, links and interactive media components are displayed and error free
7. Review e-learning resource development	7.1 Review the e-learning resource development process and identify areas for improving the process 7.2 Review own e-learning resource development practice and identify areas for improving own practice

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Digital literacy	Uses main features and functions of digital tools and electronic applications required in own role in a range of contexts to access and exchange information, conduct research, assess specifications and complete work tasks
Reading	Sources, analyses and interprets text-based information to identify relevance to requirements
Writing	Produces texts in a format and structure appropriate for e-learning audience and context
Oral communication	Uses appropriate communication to clarify requirements, elicit information and review materials
Initiative and enterprise	- Uses creative thinking to generate ideas and innovative solutions when designing e-learning resources - Experiments with traditional and digital methods to create required visual learning opportunities
Self-management	- Identifies, confirms and takes responsibility for adherence to regulatory requirements - Seeks feedback, identifies and responds to problems and opportunities for improvement, and considers options for different or improved approaches
Planning and organising	- Plans, organises and completes work according to defined requirements, taking responsibility for decisions - Sequences tasks to achieve efficient outcomes and monitors

Skill	Description
	progress

Unit Mapping Information

Supersedes and is not equivalent to TAEDES503 Design and develop e-learning resources.

Links

Companion Volume Implementation Guide is found on VETNet -

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

Assessment Requirements for TAEDES513 Design and develop e-learning resources

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Performance Evidence

The individual must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- design and develop at least 3 different e-learning resources selected from the list below that partially meets the requirements of 1 unit of competency from a nationally recognised training package, accredited course, or other recognised framework:
 - 1 learning resource that supports a synchronous facilitated learning activity
 - 1 interactive presentation for synchronous learning
 - 1 learning resource with embedded interactive activities for use in asynchronous learning
 - 1 training video (audio visual resource) to support asynchronous learning
 - 1 content learning object using a content creation tool or e-learning tool for asynchronous learning.
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- In addition to the above, the individual must:
- design 1 course shell for a unit of competency for a learning management system (LMS) or alternative e-learning platform used to deliver training.

Knowledge Evidence

The individual must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- legislative and vocational education and training (VET) regulatory requirements relevant to designing and developing e-learning resources, including:
 - requirements in nationally recognised training products
 - requirements of the Australian Qualifications Framework (AQF)

- intellectual property, copyright, attribution and licensing requirements, including creative commons and image libraries, and the implications for the design and development of e-learning resources
- compliance requirements of the Statutory Education Licence for the online use of text and images
- tailoring to target groups
- engaging with industry and ensuring industry relevance
- organisational procedures relating to designing and developing e-learning resources, including:
 - branding
 - copyright
 - intellectual property rights and their management in e-learning resource development
 - privacy and confidentiality
 - security protocols
 - resource formatting requirements
 - plagiarism and attribution
 - arranging subject matter expertise
 - reviewing development process and practices
 - accessing industry information to ensure industry relevance and industry currency
 - leading e-learning resource projects
 - using digital tools and technology
- features and application of instructional design models
- key content of e-learning resources, including:
 - e-learning content and activities that engage learners and promote safe and inclusive learning environments
 - guidance for VET teachers, trainers and assessors and technical support
- current and emerging digital technologies and tools available for e-learning resources, including their strengths and limitations
- purpose, features and structure of industry-standard learning management systems
- target group's characteristics and implications for design and development of e-learning resources, including:
 - foundation skill levels
 - previous learning and work experience
 - advanced and other complex learning needs
- types of e-learning tools and technology and their capabilities, limitations, constraints and design requirements, including:
 - e-learning delivery platforms
 - industry standard LMS
 - plug-in options
 - learning objects
 - media assets

- designs
- images
- artwork
- visual design options
- interactive learning and assessment activities
- methods for:
 - checking links and media assets
 - updating text, media assets and pages
 - preparing and editing video recordings for e-learning resources
 - developing course content shells
 - developing content templates
 - developing interactive media components
 - developing content inventories using classification techniques to detail levels of hierarchy, including taxonomy and folksonomy
 - determining sequences and interactivity
 - clustering units of competency
- universal design principles relevant to the design and development of e-learning resources
- processes for interpreting nationally recognised units of competency to identify the standard of performance required, including for identifying:
 - requirements in the products relating to foundation skills: language, literacy, numeracy, digital literacy and employability skills
 - structure, content and application of products relevant to learning, and how they are addressed in training
- dimensions of competency, how they guide training practices in e-learning, and processes for addressing the dimensions of competency in e-learning resources.

Assessment Conditions

Skills in this unit must be demonstrated in a real or simulated vocational education and training environment.

This includes access to:

- industry standard learning management system or alternative communication channel used with learners
- e-learning tools
- sample e-learning content.

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

Links

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