

## Higher National Unit Specification

### General information for centres

**Unit title:** Online Learning Materials: Design and Preparation

**Unit code:** DA3W 34

**Unit purpose:** This Unit is designed to enable candidates to recognise the main issues that affect the process of design and preparation of learning content for delivery through an online medium. On completion of the Unit, the candidate should be able to:

- design a piece of online content to support learning
- prepare content for delivery online

**Credit value:** 0.5 HN Credit at SCQF level 7 (4 SCOTCAT credit points at SCQF level 7\*).

*\*SCOTCAT points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to doctorates.*

**Recommended prior knowledge and skills:** Candidates for this Unit should be actively engaged in or have recent personal experience of designing and delivering learning materials to learners online. Candidates should have a grasp of instructional design equivalent to that required for the TQFE Certificate Level.

Candidates for this Unit should have achieved a level of competency in the use of information technology that will allow them to undertake material design and preparation using their chosen technologies.

**Core skills:** Not applicable

**Context for delivery:** If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

## Higher National Unit Specification (cont)

**Unit title:** Online Learning Materials: Design and Preparation

**Assessment:** This Unit could be assessed by a single instrument of assessment that would require a candidate to report on his/her own practice. Appropriate source evidence should support a report.

\*SCQF (the Scottish Credit and Qualifications Framework) brings all Scottish qualifications into a single framework of 12 levels. The SCQF includes degrees; HNC/Ds; SQA National Qualifications; and SVQs. Each SQA Unit is allocated a number of SCQF credit points at a specific level.

*SCQF level 1 = SQA Access 1 and SCQF level 12 = Doctorates; 1 SCQF point = 10 hours of learning*

## **Higher National Unit specification: statement of standards**

**Unit title:** Online Learning Materials: Design and Preparation

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The sections of the Unit stating the outcomes, knowledge and/or skills, and evidence required are mandatory.

Please refer to *Knowledge and/or skills for the Unit* and *Evidence requirements for the Unit* after the Outcomes.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Design a piece of online content to support learning

### **Outcome 2**

Prepare content for delivery online

### **Knowledge and/or skills for the Unit**

- learning objectives the online delivery of learning material is designed to achieve
- technical specification of online learning material
- assets required for online learning material
- compliance with relevant laws, regulations, codes of conduct, and procedures
- design online learning material
- design learning materials to address learning styles
- best practice in the design of online learning materials
- implement the design for online learning material
- make material available to learners and learning facilitators

### **Evidence requirements for the Unit**

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can:

The candidate must report on the design and preparation of an item of learning material for online delivery. The report must address each of the knowledge and/or skills elements for the Unit.

The report can be presented as either a written report, an illustrated oral presentation or through a guided professional interview.

## **Higher National Unit specification: statement of standards (cont)**

## **Unit title:** Online Learning Materials: Design and Preparation

The written report must not exceed 750 words. The written report should include the critical apparatus of a professional paper in a style appropriate to the candidate's field of expertise, ie bibliographical references, footnotes, etc.

The oral presentation must not exceed 20 minutes in duration. The oral presentation must be accompanied by overhead slides and handouts summarising the main points of the presentation. The candidate making an oral presentation should be prepared to answer questions from the audience/assessor/moderator at the close of the presentation.

The guided professional interview must allow the demonstration of knowledge and understanding by use of open and probing questions that do not lead the candidate. The interview must last from 30 to 45 minutes.

This technique can also be used to ensure sufficiency of evidence by supplementing the report or presentation. In this case the interview will last less than 30 minutes.

The learning content reported in the case study must be made available to the assessor/moderator.

The report must identify the learning objectives that the online delivery of the item of learning material is intended to achieve. The report must specify how the online learning material is to be used to achieve objectives set, ie as self-access study materials, for drill and practice, as a reference, etc.

The report must include a functional technical specification for the item of learning material to be delivered online. The report must:

- identify the instructional assets required for the preparation of learning content for online delivery, eg expository text, video, simulations, institutional logos, artwork, etc.
- identify the extent to which the design includes re-purposed online learning materials
- indicate how the instructional assets were sourced

Design learning materials to address learning styles: the report must:

- identify the learning styles characteristic of the learners for whom the materials are designed
- discuss how the design of the materials addresses these learning styles

Best practice in the design of online learning materials: the report must:

- identify current and emerging standards for the design and implementation of online learning materials
- identify current and emerging standards for content re-purposing and inter-operability
- discuss the relevance of these standards to development undertaken
- describe the extent to which the design and implementation conform to current and emerging standards
- explain the extent of compliance

## **Higher National Unit specification: statement of standards (cont)**

## **Unit title:** Online Learning Materials: Design and Preparation

The report must demonstrate how the piece of online content:

- met the technical specification
- addressed the identified learning objectives

The report must describe how the learning material was made available to learners and learning facilitators. The report must indicate what information guidance is provided to other learning facilitators to assist them in using the online content.

The report must demonstrate that the learning material as delivered to the target audience, complies with relevant laws, regulations, codes of conduct, and procedures, eg copyright, licence agreements, institutional policies for obtaining and deploying materials, technical standards, etc.

### **Assessment guidelines for the Unit**

The assessment for the Unit must be based on a report of the candidate's own design of online learning material, the implementation of that design and its delivery to learners.

The item of learning material reported must:

- have been specified and designed principally by the candidate, within the constraints of the institutional context in which the candidate operates
- address bona fide learning objectives similar to those addressed in the candidate's recent or current teaching/training practice
- address bona fide course objectives similar to those addressed in the candidate's recent or current teaching/training practice

There is no requirement concerning the extent, nature, or format of the piece of learning content prepared for online delivery. However, the learning content must be capable of making a substantial and verifiable contribution to the achievement of the specified objectives. There is no requirement regarding the type or nature of the online delivery.

The candidate's design must be implemented by the candidate or with the candidate's approval. Where the design is implemented by a third party the candidate must participate in the implementation, within the constraints of the institutional context in which the candidate operates, to provide approval for any:

- changes or adjustments to the design
- additional or varied instructional assets
- decisions on how the design is to be implemented.

The candidate must sign off or approve the final product.

The learning material must be delivered to bona fide learners by the candidate or with the candidate's support. Where the learning material is delivered to learners by a third party the candidate must provide the delivering trainer/tutor with guidance and advice on the use of the materials to achieve the intended learning objectives. Where the candidate delivers the materials, the candidate should include in the report this guidance and advice.

## **Administrative Information**

**Unit code:** DA3W 34

**Unit title:** Online Learning Materials: Design and Preparation

**Superclass category:** GB

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## **Higher National Unit specification: support notes**

### **Unit title:** Online Learning Materials: Design and Preparation

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 20 hours.

### **Guidance on the content and context for this Unit**

This Unit should be undertaken by tutors/trainers experienced in preparing learning content. The candidate should be encouraged to reflect on his/her own experience and training. In particular, the candidate should review the general principles for preparing learning materials as covered in his/her own training.

This Unit is part of the Profession Development Award in Online Learning. Candidates undertaking the full Award should be encouraged to relate their work for this Unit to the others in the Award. Links can be made with Online Learning Theory, Online Learning Materials Design Theory, Online Learning Materials: Selection and Use, Online Learning Materials: Reviewing Effectiveness, etc. The activity reported for this Unit may contribute towards assessments undertaken for other Units within this Professional Development Award. The output of this Unit should also contribute towards the consolidation Unit Online Learning: Consolidating Theory and Practice.

Before commencing the Unit, care should be taken to ensure prospective candidates are or have been actively engaged in designing and preparing online learning materials for his/her learners

The technical specification of the online learning content under development should include:

- the characteristics of the learning environment in which the learning content will be used
- the software platforms to be used to deliver the content to learners
- the hardware requirements of workstations used to deliver the content to learners
- the programming and authoring tools and methodologies to be used to prepare the content for online delivery
- the form of the learning content when delivered online, eg hyperlinked static HTML pages, interactive simulation, searchable database

The report should indicate the procedures used to ensure that content designed to these technical specifications would allow learners using the online content to meet the learning objectives specified.

There is no restriction on the technology used to prepare learning content for online delivery. The candidate should be encouraged to consider all the options available to him/her, eg digital video, static HTML, authoring applications, template driven tools etc. In designing the content the candidate should be encouraged to use appropriate technologies, ie those that are familiar to the candidate, supported by the candidate's institution, etc.

## **Higher National Unit specification: support notes (cont)**

### **Unit title:** Online Learning Materials: Design and Preparation

There is no restriction on the extent or form of the online content reported. Candidates should be encouraged to undertake a development similar in scope to a single page handout that might be used in a traditional classroom setting.

When ensuring that the materials are delivered in a form and manner that complies with relevant laws, regulations, codes of conduct, and procedures, etc. the candidate should be encouraged to consider:

- issues of copyright and intellectual property rights
- licence agreements
- relevant national and international standards for the form and content of learning material
- requirements to make learning materials accessible with disabilities
- institutional policies for obtaining, developing, and deploying materials

Although this Unit is expressed in generic terms, it should be related to the specific context of the case study. The terminology can be adapted to this context.

### **Guidance on the delivery and assessment of this Unit**

It is recommended that the Unit be delivered wholly or in part through online modes of communication.

#### **Open learning**

This Unit could be delivered by open learning. It is recommended that the Unit be delivered wholly or in part through online modes of communication.

Centres should refer to, SQA publication *Assessment and Quality Assurance of Open and Distance Learning* (Code, 2000).

#### **Special needs**

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

## **General information for candidates**

### **Unit title:** Online Learning Materials: Design and Preparation

You will design and prepare a piece of online learning content. You will also document the processes of design and preparation process.

This Unit is assessed through a report based on your own design for online learning materials, the implementation of that design and its delivery to learners. Your report will cover:

- the learning objectives that the online delivery of the learning material was designed to achieve
- a technical specification of the online learning material
- the design and implementation process
- the ways you made the material available to learners and learning facilitators

The report can be delivered in written form or through oral presentation.