

E-Learning Diploma of

INFORMATION BOOKLET



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1. Expected Outcomes

This program is designed for people who wish to improve their competency to design and deliver courses via the Internet. The program will develop online facilitation skills and multimedia skills for the delivery of education and training. It has specific relevance for workplace trainers, primary, secondary and TAFE teachers, program developers, online learning co-ordinators, and instructional designers. It will also benefit IT professionals wanting to incorporate educational perspectives to e-learning.

It is possible to receive credit transfer for the Diploma of E-Learning towards specified programs in the Master of Learning Management program at Central Queensland University. Each cluster (Multimedia and Education) is recognised as the equivalent of one unit within the program. This program has a total of six units.

2. Course description

The Diploma of E-Learning is a blended qualification that has been recently released within the new Business Services Training Package. You will learn how to plan and design an online course, using multimedia components and how to implement and facilitate learning within the online environment. This course is delivered through online flexible delivery. The units are grouped into two clusters – education and multimedia. It is possible to enrol in one cluster, rather than the whole course. Students usually start with the multimedia cluster.

3. Units of Competency

Educational strand

BSBEBUS403A	Communicate Electronically
BSBEBUS508A	Build a Virtual Community
BSBEBUS513A	Plan E-Learning
BSBEBUS514A	Implement E-Learning
BSBEBUS515A	Facilitate E-Learning

Multimedia strand

BSBEBUS506A	Plan and Develop a Business Website
CUFIMA01A	Produce and Manipulate Digital Images
CUFMEM06A	Design a Multimedia Product
CUFMEM07A	Apply Principles of Visual Design/Communication to the Development of a Multimedia Product
CUFMEM08A	Apply Principles of Instructional Design to a Multimedia Product
CUFMEM10A	Design and Create a Multimedia Interface
ICAITAD146A	Develop Web Site Information Architecture

4. Course Structure

There is substantial overlap between the twelve units of competency, so they have been clustered into two 20 week courses – Education and Multimedia, with the learning materials and activities based around key topics rather than on a unit-by-unit basis.

The main topics for the education cluster are:

1. E-learning methodologies
2. The e-learner
3. The virtual community
4. Facilitating learning
5. The organization

The topics for the multimedia cluster are:

1. Dreamweaver Basics
2. Fireworks Basics
3. Principles of Design
4. Planning your site
5. Fonts for the Web
6. Colour on the Web
7. Page Design and Layout
8. Digital Images
9. Create Site Navigation
10. Design Effective Interfaces
11. Develop a Storyboard
12. Design Instructional Materials
13. Performance and Usability

5. Course Length

The program is 440 hours in length and takes approximately 12 months part-time. Each cluster provides 20 weeks of teaching activities, and another 4 weeks are included for students to complete their projects. Students need to be able to set aside 6-10 hours each week, to work on the course.

6. Course Calendar

The timing of the course is planned so that clusters start in September and March, so that students can make use of the holiday periods to work on their projects. It is recommended that students keep this time available.

7. Course Fees

The full price of the course is \$3200. Each cluster costs \$1600. It may be possible to enter into a contract and pay this amount in smaller installments. Contact the course co-ordinator for a Payment Plan Application.

The Diploma of E-Learning BSB51301 is not a government funded or government subsidised course. A fee concession does not apply.

8. Course Assessment

Assessment in the course is designed around work-based projects

8.1 Multimedia Assessment

The main focus of assessment in the multimedia cluster will be the development of an online electronic portfolio showing samples of work, and an overall work-based project in which the student will

- plan, design and build a web site;
- measure its performance and usability;
- modify it, in light of the feedback you receive.

The ideal situation is for students to design and produce a multimedia e-learning product which then forms the basis for the implementation and facilitation in the Education Cluster.

8.2 Education Assessment

In this cluster students choose a specific e-learning opportunity/course/topic which is relevant to their workplace and then plan, implement, and facilitate the learning of this topic using online delivery, with a group of students.

8.3 Choosing the project

A single unit of competency which requires about 30 hours of student participation would be ideal. The duration of project needs to be long enough to have student participation occurring over an eight week period so there is time to establish meaningful interactions within the class group; but it needs to be facilitated and evaluated within the timeframe of the course. Somewhere between 10 and 20 students would be ideal, but this can be adapted to the student context.

8.4 Personal Journal

Students are expected to keep a blog in this course and set aside some time each week to reflect on their learning.

8.5 Discussion Forums and Collaborative Activities

These activities are an integral part of the course and provide the opportunity for students to develop their ideas and put forward initial understandings of the issues and get feedback from peers and the facilitator before completing written assignments.

Participation and leadership in the discussion forum topics is an integral part of the assessment.

8.6 Performance Level Assessment

PLA (Performance Level Assessment) is a supplementary reporting assessment system for TAFE students. To be given a PLA result, the student must first achieve a competent result in the unit or module in which s/he is enrolled.

The PLA supplementary report provides additional information to students, employers and universities concerning student achievement demonstrated whilst undertaking TAFE training. It provides evidence of additional effort and performance against identified PLA criteria. Not all TAFE courses, and not all units within those courses, attract a PLA result. PLA is unique to the TAFE Queensland system.

What are the PLA criteria? To be awarded a PLA supplementary report students provide evidence across a range of the following areas of performance:

- reliability and responsibility
- originality, creativity and innovation
- initiative and autonomy
- resource planning and use
- depth and breadth of knowledge and skills acquired

Students who demonstrate an advanced level of performance against a range of these criteria will be awarded a credit PLA result. Students who demonstrate an exceptional level of performance against a range of these criteria will be awarded a distinction PLA result. PLA applies to all units of competency within the Diploma of E-Learning except CUFIMA01A Produce and Manipulate Digital Images

8.7 Sample Assessment Items

Some assessment items are included as Appendix A and B.

9. Course Expectations

You can expect the facilitator to:

- respond to your emails within 48 hours (and try for 24 hours.)
- log into the site and participate at least three times a week
- provide detailed feedback on your assessment tasks within 2 weeks of your submission
- give you basic technical support, and then seek further help if necessary
- facilitate regular discussions using chat, forums and teleconference
- mentor you, as you develop and implement your work-based e-learning project

As an online student you will be expected to:

- log on to the site and participate at least twice a week in online activities.
- respond to emails within 48 hours
- submit your assessment tasks on time
- work co-operatively with other students online
- allocate at least 6 hours per week to course activities
- seek help from you facilitator when you need it

10. Course Entry Level Requirements

10.1 Teaching skills

This course does not teach you how to be teachers. It already assumes that you have developed teaching skills in a face-to-face situation. This course helps you to evaluate and transfer your existing skills to the online environment, and to develop new strategies for facilitating online learning. Therefore students should already have a teaching/training qualification, and have some experience in the field.

10.2 Personal skills

Studying online requires a student to be independent, self motivated and well-organised. A learning community evolves between participants during the course, and this will provide some peer support and motivation, but you will need to be skilled in managing your own learning in an independent study environment. The essential skills are:

- keeping a journal/blog
- scheduling study activities in a timely manner
- setting up and maintaining a file system
- establishing and maintaining a peer network
- maintaining regular contact with facilitator
- participation in online communication sessions
- completing assessment tasks by the due date

10.3 Computer skills

- essential skills associated with using the operating system
- basic file management skills (including using files/folders, backup, etc)
- installing software and basic configuration
- basic word processing skills
- internet applications - email, browsers, etc
- access information from manuals and/or online help
- operate the keyboard using touch typing techniques
- use a variety of search methods to locate specified information on the internet
- access web pages via their web page address (URL)
- navigate backward and forward among more than one web page

10.4 Computer hardware and equipment

These are the minimum requirements

- Internet Explorer 5.5 or higher
- Internet connection (56K or Higher)
- 200MHz Intel Pentium processor or better
- 64MB or more of RAM
- Full Duplex sound card and speakers
- Set Video Display to High color (16 bit) or higher
- Access to a digital camera
- Access to the Internet

Macintosh users are welcome to enroll in the course, but they will need to access other tutorial support provided on the WWW, as the interactive learning materials we provide on CD are not certified to work with Macintosh.

10.5 Access to a student group to deliver an online course

You are required to implement and facilitate an e-learning course to a group of students. You need to have access to a cohort of students who can study using an e-learning approach.

11. Software

11.1 Selected software

This course provides technical and learning support for the industry standard software:

- Dreamweaver MX 2004
- Fireworks MX 2004

There is the opportunity for advanced students to develop their Flash skills, but most students concentrate on developing basic skills in Dreamweaver and Fireworks.

If you have other software that you would prefer to use instead of the programs listed above, you are able to do so. However, TNQT cannot provide technical and learning support for other software.

11.2 Purchase of software

Software for this course is available at a special student rate from Smedley's TAFE Bookshop at TNQT. Email tafebooks@smedleys.com.au or visit www.smedleys.com.au You can purchase the Studio MX 2004 Suite for \$299 which includes Dreamweaver, Fireworks, Flash and Freehand.

This is an educational license only - not to be used for commercial purposes, and provides teachers with an excellent opportunity to develop extensive multimedia skills – web page development, graphics and photo manipulation, animation and freehand drawing.

It is possible to download Dreamweaver and Fireworks from the Macromedia web site, and have free use for a trial period for 30 days only.

11.3 Learnkey

To develop your technical skills in Dreamweaver and Fireworks, we offer learning tutorials using an interactive CD which provides high quality instruction online using streaming media technology.

Once you are enrolled, you will receive the Learnkey CD. Learnkey is not certified to work with Macintosh. You need access to a PC with a connection to the Internet, as you must log in to a website to access the tutorials online.

Components required to run Learnkey

- Microsoft Windows 98 SE , XP, 2000, Me
- Internet Explorer 5
- MS Java Virtual Machine 5
- Windows Media Player 9
- WMP Optimised
- Flash Player 6
- Learnkey optimizer

The Learnkey CD runs a detection report on your computer to identify what is missing, and provides a link to install the required component, or installs the component directly from the CD.

If you are a teacher in TAFE QLD, operating under a Unisys contract, you will need to lodge a request to have the missing components installed on your machine.

12. Articulation

The Diploma of E-Learning has been approved as Advanced Credit Standing for 2 courses within the Master of Learning Management at Central Queensland University. To have the Diploma of E-Learning granted as advanced credit standing, students must achieve a Performance Level Achievement of Credit or Distinction. More details about this course are available at

http://www.edca.cqu.edu.au/edca/program_info/postgraduate_programs/masters_of_learning_management

13. Recognition of Prior Learning

If you have relevant workplace experience, formal training or other expertise you may be able to apply for RPL for some of the units. Before you commence this process you should speak to the course co-ordinator. You will need to provide evidence which documents your knowledge and skills for each element within the unit of competency. Details of these units can be found in APPENDIX C. This evidence could include:

<i>Qualifications</i>	Copies of statements or records of results listing relevant formal course work and studies. Seminars, workshops, conferences and other informal study methods that have assisted you to acquire the specific competency.
<i>Experience</i>	Provide details of your experience in the area.
<i>Samples</i>	Provide samples of work related to the specific competency
<i>Testimonials</i>	Provide copies of supporting documents such as references and/or clients of your experiences.

During the interview process we will ask you some questions or get you to demonstrate your underpinning knowledge and skills. Detailed copies of the units of competency are provided in the Appendix. The price of RPL is the same cost as enrolling in the unit.

14. Testimonials

Graduates from the course reflect on their experience:

Jim Higgins, electrical engineering teacher at Yeronga TAFE:

“The course allowed me to revisit many of the teaching strategies that I had used over the years and evaluate the effectiveness of these in an e-learning environment.

During the course we were encouraged to combine what we had learnt in the multimedia section and synthesize it with teaching strategies that we felt would be most effective. I really enjoyed this aspect of the course in which we (the Dip. E-learning class) interacted as a group of experienced educators each bringing a different perspective to our on-line discussions. Building this rapport between our teacher (leader) and each student over the twelve-month course was extremely valuable.

I have begun to implement a similar strategy with my own distance students to reduce their feelings of isolation. My own students’ enthusiasm at using e-learning as I developed the materials was a great encouragement to me. I have now trained other staff members in the use of e-learning and they have begun to use it in delivering their own courses.”

Lyndall Owbridge, multimedia teacher at Windorah Valley High School, Qld:

“The Diploma of E-Learning was for me expensive professional development in terms of time and energy while teaching full time and not exactly cheap financially, but worth the late nights and many weekends at the computer and every cent.

This course of on-line study was extremely timely giving me a new focus for my teaching with potential solutions to so many problems that teachers face in today’s classrooms. Able to study at my own pace, I was able to do justice to the wonderful materials and activities provided and rather than have a cursory taste, drank deeply. We learnt how to

design and build e-learning solutions and how to facilitate them. I am now a convert to the merits of flexible learning solutions for individuals when done properly and plan to champion this further in secondary education.

As part of the course, I had developed a webquest project and presented it to year 11 students at my school. This project also won for me an ICT for Teaching Excellence Award that was presented at a gala luncheon in Brisbane on World Teachers' Day- a great honour. The prize included funds sufficient to purchase a high-end multimedia laptop. Doing the sums, the Diploma of E-Learning course was a good financial investment as well!"

15. Frequently Asked Questions

Can I just do one unit at a time, and pay as I go?

You are able to undertake the single unit *Produce and Manipulate Digital Images* prior to enrolling in the multimedia cluster, and the cost of this unit is then deducted from the cluster. For more detail refer to No. 14 below.

The other units are taught holistically and cannot be taken one at a time. There is too much overlap between the units for this to be a viable option. To enable students to pay as they go, a Payment Plan is available, where you pay for the semester in three installments.

I am a pensioner. Can I get a concession?

This is a fee for service course and is not eligible to receive direct grant funds from the government, so concession rates do not apply.

Do I have to start with the multimedia cluster?

It is recommended that you develop your multimedia design skills and create some online materials first. Then you develop your teaching skills to teach the multimedia course materials you have developed. However, if you already have the multimedia learning materials you will be using to deliver a course, it is possible to start with the education cluster.

How much time do I need to do this course?

The time spent on this course varies according to the skills and motivation of the individual person. As a minimum, 6 hours per week should be set aside. Students who have fairly limited technical skills may need to put in many more hours at the beginning of the course to build their skills in Dreamweaver and Fireworks. Other students may choose to work at a more technically advanced level and put in additional time to learn these skills.

From conversations with existing and past students, the general feeling is that you need to allocate at least 6 hours a week on a regular basis, to keep up with the group. Some students spend much more time as they explore the potential of the software, research the possibilities, and enjoy the learning journey.

16. Single Unit Available as a Taster

If you are not sure about how you would adjust to learning online, and worried about enrolling in the full diploma, TNQT offers beginners the single unit *CUFIMA01A Produce and manipulate digital images* ‘ Refer to APPENDIX C for more details of the unit. This is an opportunity to have an online learning experience and complete an accredited online unit, which forms part of the Diploma of E-learning. This will be offered in May/June and September/October. Completion of this unit counts towards the Diploma, if you decide to enroll in future. If you are interested in this option please advise the course co-ordinator.

You will use a digital camera to take photographs, upload images, edit the images in Fireworks and produce a multimedia sequence. Facilitation will be provided by an experienced online facilitator using chat and discussion forums.

To participate you need to have access to:

- a digital camera
- a computer with an internet connection
- Fireworks MX software (education version)

APPENDIX A

Samples of Assessment Item - Multimedia

Develop two colour palettes for your proposed web site project.

Mock up a sample page illustrating the effectiveness for each colour palette you have chosen, and comment on the reasons for your choice. Include some text and headings, tables, images, background colours. You can use the same ones for each page.

Each palette should consist of 6 to 8 colours. Each palette should be appropriate to the type of site; that is, it should best convey the site's intended message and give the most likely positive effect on the viewer. It should also support clarity and understanding of the site's purpose.

PUBLISH YOUR PALETTE PAGES to the web and also your **REASONS** for choosing the colours you have. Visit the discussion forum topic on colour, and **POST YOUR URL** so other students can view your work and comment on the palettes published by other students.

APPENDIX B

Sample assessment item - Education **Evaluate learner profiles for e-learning**

You are required to select three learners and describe their learning characteristics, assess their suitability for e-learning, develop learning plans and discuss how you could design your project to meet their needs and provide support, within your organizational environment.

Part One - Learner Related Characteristics

Choose three learners who are potential participants for the e-learning course that you are planning to offer.

1.1 Describe the learning related characteristics for each learner:

- comfort with online technologies
- skills to seek and use online information
- preferred learning style
- language, literacy and numeracy levels
- cultural, language and educational background
- gender
- physical disability/ability
- level of confidence, nervousness or anxiety
- age
- previous experience with e-learning

1.2. Evaluate how well suited each person is to participate in e-learning. Which types of e-learning opportunities would be most suitable?

Part Two - Determine Learning Needs

2.1 Describe the current competencies of the three learners in relation to the topic you have chosen for your project.

2.2 Identify the gaps between what the learners already know and what you intend to teach.

2.3 Compare and contrast the specific learning needs for each of the three learners.

2.4 Prioritise the learning outcomes that you will cover in your e-learning project, and justify your priorities by referring to the needs of the individuals, their team and the organisation.

Part Three - Developing Strategies

3.1 Describe how you could design the course and learning materials to take the learning needs of your three learners into account

3.2 Outline the ways in which you can provide personal and technical support to your learners, in your organisational environment

3.3 Describe how you will induct learners into the e-learning environment.

3.4 Outline the ground rules and expectations that you intend to negotiate with your learners.

3.5 Discuss how you intend to encourage social interaction between the learners in the e-learning environment

3.6 Consider how work and e-learning will be integrated into the work environment, to meet organisational requirements

Part Four - Develop Learning Plans

4.1 For each of your three learners, negotiate and develop a learning plan which includes:

- outcomes
- timeframes
- strategies

Provide copies of your three plans as evidence.

4.2 Review these plans with managers and adjust them to suit the organisational requirements. Outline the changes that you make as a result of the review

Part Five - Integrating e-learning into the business

From your experience of developing learning plans with the three learners, reflect on the guidelines your organisation should adopt to improve the integration of e-learning within the organisation. Consider the following headings:

- How e-learning could be included in the business planning processes
- Guidelines for negotiating individual e-learning plans
- Review of workloads and work distribution
- Supporting staff to manage integration of work and learning
- System for recording and reviewing individual learning plans and outcomes

APPENDIX C – UNITS OF COMPETENCY

BSBEBUS513A Plan e-learning

BSBEBUS513A/01 Determine staff learning and development needs

- 1.1 Business culture and goals are analysed and *required competencies* and performance standards identified and confirmed with management and staff
- 1.2 A competency audit is completed with staff to identify current competencies and any learning-related *characteristics* in accordance with the organisation's professional development process
- 1.3 Gaps between required and current staff competencies are identified in consultation with staff and management
- 1.4 Learning outcomes from e-learning are identified and prioritised in accordance with individual, team and organisational requirements
- 1.5 A learning strategy is developed that integrates learning with organisational development and the introduction of new technologies and/or business process re-engineering

BSBEBUS513A/02 Evaluate e-learning opportunities

- 2.1 Learner profiles are evaluated, their compatibility with e-learning determined and any additional *support mechanisms* identified
- 2.2 *e-learning* and other available learning options are evaluated in terms of cost, likely effect on organisational performance, induction, staff productivity and intra-organisational communication
- 2.3 e-learning content, materials and *methodology* are evaluated to determine their quality, applicability and acceptability to organisational requirements
- 2.4 The advantages and disadvantages of online learning are assessed against off-line *media* and their cost effectiveness estimated
- 2.5 Traditional training addressing the same outcomes is identified and training solutions that blend traditional and e-learning solutions are evaluated
- 2.6 e-learning or *blended solutions* are selected in consultation with individual staff in accordance with identified learning outcomes available technology, time and budgetary requirements

BSBEBUS513A/03 Develop e-learning plans	
	3.1 Individual learning outcomes and timeframes are negotiated with staff in accordance with identified needs
	3.2 Agreed e-learning opportunities are included in individual's learning plans and timeframes for their completion are negotiated in accordance with individual and organisational needs
	3.3 Time required for staff to access e-learning opportunities is estimated and included in plans
	3.4 Learning plans are prepared, resourced and agreed to by staff and management
	3.4 Strategies are identified to enable recognition of competencies developed through e-learning

BSBEBUS513A/04 Integrate e-learning into the business	
	4.1 e-learning and organisational requirements to support e-learning are included in business planning processes
	4.2 Guidelines are developed for the negotiation of individual performance development plans and activities
	4.3 Workloads and work distribution are reviewed to provide for the allocation of e-learning time in accordance with organisational and budgetary requirements
	4.4 Staff are supported to manage the integration of work and learning in accordance with organisational requirements
	4.5 A learning management system is used to record individual learning plans and e-learning outcomes
	4.6 Individual e-learning plans are reviewed and adjusted in accordance with individual requirements and organisational needs

BSBEBUS514A Implement e-learning

BSBEBUS514A/01 Prepare the organisation for e-learning

- 1.1 Organisational resources to support e-learning are identified and accessed in accordance with budgetary requirements
- 1.2 Processes are adapted to accommodate business e-learning in accordance with business plan and e-learning strategy
- 1.3 Support mechanisms are identified for staff to integrate work and e-learning in accordance with organisational requirements
- 1.4 Purchasing or contracting arrangements for access to e-learning are completed in accordance with organisational requirements

BSBEBUS514A/02 Implement e-learning and development

- 2.1 Learning outcomes are confirmed with learners and management, and access to e-learning technology and materials established in accordance with individual learning plans and the e-learning strategy
- 2.2 Assistance is provided to learners through identified support mechanisms and to manage contingencies in accordance with the learning strategy
- 2.2 A learning management system is used to track e-learning progress and outcomes in accordance with the learning strategy and privacy requirements

BSBEBUS514A/03 Evaluate the effectiveness of e-learning and development

- 3.1 Feedback from learners is obtained on their level of satisfaction with e-learning against *set criteria*
- 3.2 Feedback is gathered from *other stakeholders* on the impact of e-learning on the organisation and the results analysed
- 3.3 Feedback is used to identify areas for follow-up or improvement and recommended changes are documented in accordance with organisational requirements
- 3.4 The effectiveness of e-learning is evaluated in terms of learner satisfaction, cost, effect on organisational performance, staff productivity and intra-organisational communication

BSBEBUS515A Facilitate e-learning

BSBEBUS515A/01 Establish the online learning environment

- 1.1 e-learning purpose and learner preferences are identified
- 1.2 Scope of activities and any requirements for assessment are negotiated with the e-learner / organisation
- 1.3 The learning space is designed cooperatively with the e-learner / organisation in accordance with e-learning purpose and budgetary considerations
- 1.4 e-learning content is determined / designed in accordance with instructional design principles and client requirements
- 1.5 Learner access to the site is established in accordance with organisational requirements

BSBEBUS515A/02 Facilitate e-learning

- 2.1 Ground rules and net etiquette are agreed with e-learners in accordance with organisational requirements
- 2.2 Induction and safe practice space for e-learners are provided in line with their needs and the capability of the software
- 2.3 e-learners are provided with personal and technical support while engaged in learning through online communication and personal emails
- 2.4 Social interaction is facilitated to encourage / develop a community of learners in accordance with communication ground rules and net etiquette

BSBEBUS515A/03 Evaluate e-learning

- 3.1 Feedback from learners and the organisation is obtained on levels of satisfaction with e-learning against *set criteria*
- 3.2 Feedback is used to identify areas for follow-up or improvement and recommended changes are documented in accordance with organisational requirements

BSBEBUS508A Build a virtual community

Set up a virtual community

- 1.2 Registration / membership requirements and guidelines for participating in the virtual community are determined in accordance with the website marketing strategy
- 1.3 The virtual community website is developed and marketing strategies implemented to launch the site and the community
- 1.4 Member organisations/individuals are recruited and authenticated in accordance with organisational requirement
- 1.5 Members are supported to access services and contribute to the community by sharing expertise and business/market intelligence in accordance with accepted net etiquette

Develop and manage a virtual community

- 2.1 Contributions to the virtual community are monitored and strategies adjusted to enhance cooperation and build the community in accordance with the website communication strategy
- 2.2 The culture of the developing community is monitored and processes for dealing with contingencies are developed and implemented in accordance with level of responsibility and authority
- 2.3 Customer satisfaction with the virtual community is evaluated and strategies to improve customer service are developed and implemented in accordance with organisational requirements
- 2.4 Opportunities are identified to adjust policies and processes to respond to the changing needs of members and the organisation .

BSBEBUS 403A Communicate electronically

BSBEBUS403A/01 Communicate Online

- 1.1 Technology requirements for communicating online are researched and current equipment and software confirmed as sufficient for participation
- 1.2 Internet culture, net ethics and net etiquette is investigated and implemented to enable effective participation using electronic communication media
- 1.3 Electronic groups are accessed to share information on business topics in accordance with organisational policy and procedures
- 1.4 Participation in business electronic chat rooms and Internet meetings occurs in accordance with organisational policy and procedures and accepted net etiquette
- 1.5 Record keeping requirements relating to online communication are met in accordance with organisational requirements

BSBEBUS403A/02 Collaborate online

- 2.1 Parameters for online collaboration are negotiated with group members in accordance with organisational requirements
- 2.2 Available hardware and software are confirmed as meeting the requirements for online collaboration in accordance with specified parameters
- 2.3 Material is posted and responded to and online discussions held with group members in accordance with agreed collaboration parameters and organisational requirements
- 2.4 Record keeping requirements relating to online collaboration are met in accordance with organisational requirements
- 2.5 Legal and ethical requirements for online collaboration are met in accordance with organisational requirements

BSBEBUS403A/03 Implement electronic procedures

- 3.1 Procedures, protocols and meeting behaviour for electronic conferencing are identified and implemented
- 3.2 Technology requirements for electronic conferencing are confirmed
- 3.3 Software features to be used during conferencing are agreed and mastered
- 3.4 Participation in electronic conferencing occurs in accordance with electronic communication policy and organisational requirements
- 3.5 Record keeping requirements relating to electronic conferencing are met in accordance with organisational requirements

CUFMEM06A Design a multimedia product

CUFMEM06A/01 Determine the project requirements

- 1.1 Analyse the product brief and its components to identify the purpose and audience
- 1.2 Consult with the client to clarify requirements
- 1.3 Identify the audience characteristics to determine how they impact on all aspects of the design
- 1.4 Identify the content that is to be covered by the product
- 1.5 Confirm the project specifications in terms of the brief

CUFMEM06A/02 Identify possible approaches and select the most appropriate

- 2.1 Identify possible approaches to the design and benefits of each
- 2.2 Conduct the initial analysis including audience, environment for the final product, content and system
- 2.3 Consult relevant creative and technical personnel to ensure that all possible approaches are considered
- 2.4 Apply principles of visual, instructional and interactive design in selecting the best approach
- 2.5 Select a systematic approach that will meet the creative, production and technical requirements specified in the brief outcome

CUFMEM06A/03 Produce a design for the multimedia project design

- 3.1 Design the structure/architecture in terms of the brief and the proposed content
- 3.2 Design the relationship between the multimedia elements required by the project
- 3.3 Identify the interactivity elements required by the project and include them in the design
- 3.4 Identify each multimedia element, design and specify their individual features within the design as a whole
- 3.5 Establish the ease of use and consistency of navigation
- 3.6 Develop the storyboard/s in accordance with the needs of the job and the development team
- 3.7 Ensure the design is consistent with the project brief
- 3.8 Identify deliverables and agree on milestones

CUFMEM06A/04 Review and confirm the design

- 4.1 Review the design against the required outcomes of the project and clients' and audience needs
- 4.2 Review the design to ensure it meets the creative requirements of the brief
- 4.3 Review the design to ensure it meets the technical requirements of the brief
- 4.4 Adjust the design as necessary after discussions with relevant personnel
- 4.5 Clarify any legislative or ownership issues to comply with production and/or organisational requirements
- 4.6 Confirm acceptance of the design including deliverables, milestones and timeline

CUFMEM07A Apply principles of visual design and communication to the development of a media product

CUFMEM07A/01 Receive and interpret the brief

- 1.1 Liaise with the relevant personnel to interpret and identify the objective and outcomes of the multimedia product, considering the application of visual design and communication techniques to ensure the creative, technical and production requirements can be met
- 1.2 Identify all relevant factors which may determine and affect visual design and communication concepts and application through the breakdown and interpretation of the brief and liaison with relevant personnel
- 1.3 Clarify target user/audience to determine the format and delivery platform of the multimedia product through discussion with relevant personnel

CUFMEM07A/02 Generate and assess ideas

- 2.1 Generate a range of visual design and communication ideas which are technically feasible, respond to the brief and provide creative solutions to all design issues
- 2.2 Discuss visual design and communication ideas and collaborate, as required, with relevant personnel to ensure contribution of a range of ideas and creative solutions to the initial concept
- 2.3 Continuously reflect on and assess the creative ideas and solutions for implications on budget, timeline, technical feasibility and suitability to meet the brief

CUFMEM07A/03 Conduct research

- 3.1 Research and compare techniques and tools for visual design and communication available for use in the creation of a multimedia product , exploring the characteristics and differences of digital imaging and traditional imaging
- 3.2 Research and compare the range of delivery platforms available for multimedia products
- 3.3 Explore the range of typographical and visual elements that are appropriate in the development of a multimedia product
- 3.4 Identify the relationship between the visual components and the hardware required
- 3.5 Organise research media and findings for use by all relevant personnel throughout the design development process, updating as required
- 3.6 Evaluate the initial discussions and design brief against the findings and discuss with relevant personnel

CUFMEM07A/04 Select media/materials for use in visual design and communication

- 4.1 Identify the range of visual design and communication techniques available and present to the relevant personnel for the consideration of their ability to meet the creative, technical and production brief
- 4.2 Select the appropriate visual design and communication techniques which fulfils the creative, technical, and production requirements of the brief
- 4.3 Gather relevant materials and media, ensuring their compatibility to the creative and technical specifications of the multimedia product
- 4.4 Consult relevant personnel to ensure that all required media is identified and sourced and ensuring that selection is based on the understanding of the user characteristics and capabilities

CUFMEM07A/05 Apply visual design and communication techniques

- 5.1 Using selected design techniques to develop for the structure of the product, ensuring that all elements are fully documented for future use
- 5.2 Consider the relevant multimedia elements required to achieve the desired outcome
- 5.3 Discuss technical parameters and planning with relevant personnel to achieve the most appropriate format
- 5.4 Determine the range of appropriate design parameters and employ these to fulfill the brief, ensuring the creative, technical and production resources are adequate to achieve the final outcome

CUFMEM07A/06 Evaluate visual and communication design techniques

- 6.1 Review the visual design and communication techniques to assess creative solutions to design brief, appropriateness to the user/audience and technical feasibility
- 6.2 Discuss and confirm additional requirements or modifications to the overall design and undertake any necessary amendments

CUFMEM08A Apply principles of instructional design to a media product

CUFMEM08A/01 Receive and interpret the brief for the instructional design

- 1.1 Liaise with the relevant personnel to interpret and identify the objective and learning outcomes of the instructional product, ensuring the creative, technical and production requirements of the brief can be met
- 1.2 Identify all relevant factors which may determine and affect the instructional design through the breakdown and interpretation of the brief and liaison with relevant personnel
- 1.3 Clarify target user/audience to determine the format and delivery platform of the instructional product through discussion with relevant personnel

CUFMEM08A/02 Generate and assess ideas

- 2.1 Generate a range of ideas for the instructional design which are technically feasible, respond to the brief and provide creative solutions to all design issues
- 2.2 Discuss ideas and collaborate, as required, with relevant personnel to ensure contribution of a range of ideas and creative solutions to the initial concept
- 2.3 Continuously reflect on and assess the creative ideas and solutions for implications on budget, timeline, technical feasibility, and suitability to meet the brief

CUFMEM08A/03 Conduct research

- 3.1 Research the range of instructional approaches that reflect the requirements of the brief and may influence the overall design development
- 3.2 Organise research media and findings for use by all relevant personnel throughout the design development process, updating as required
- 3.3 Evaluate the initial discussions and design brief against the findings and discuss with relevant personnel

CUFMEM08A/04 Select an instructional design model

- 4.1 Identify a range of instructional design models, considering their characteristics, differences and ability to meet the brief
- 4.2 Consult with relevant personnel to ensure that the full range of models have been identified and sourced
- 4.3 Select the instructional design model which fulfils the creative, technical, and production requirements of the brief
- 4.4 Ensure that selection is based on an understanding of the user characteristics and capabilities

CUFMEM08A/05 Plan and compose the instructional product

- 5.1 Using selected instructional design techniques to compose the structure of the product, ensuring that all elements are fully documented for future use
- 5.2 Plan content, sequence and interactivity of learning activities to be included according to technical, creative and production requirements
- 5.3 Determine the relevant multimedia elements necessary to construct the product
- 5.4 Discuss technical parameters and planning with relevant personnel to achieve the most appropriate format
- 5.5 Determine the range of appropriate design parameters and employ these to fulfill the brief, ensuring the creative, technical and production resources are adequate to achieve the final outcome

CUFMEM08A/06 Evaluate instructional strategies and materials

- 6.1 Review instructional product to assess the application of creative solutions to the design brief, the technical feasibility and its appropriateness to the user/audience
- 6.2 Discuss and confirm additional requirements or modifications to the instructional design and undertake any necessary amendments

CUFMEM10A Design and create a multimedia interface

CUFMEM10A/01 Plan an interface design

- 1.1 Obtain and study the project brief, navigation plan and technical specifications for a multimedia product
- 1.2 Discuss the concept and specifications with relevant personnel to identify the design concept or metaphor
- 1.3 Identify the budget, technical and resource constraints to ensure that all requirements are considered during the design phase
- 1.4 Clarify the client and user/audience needs in order to identify the format of the interface to be used

CUFMEM10A/02 Develop the interface

- 2.1 Visualise the concept and develop preliminary sketches
- 2.2 Develop and present a series of roughs to relevant personnel and discuss the various merits for selection
- 2.3 Continuously evaluate new ideas and incorporate them as appropriate
- 2.4 Develop a final detailed sketch taking into consideration all ideas generated
- 2.5 Gain approval from relevant personnel to ensure that the interface meets all requirements

CUFMEM10A/03 Create the interface

- 3.1 Use appropriate industry standard software to create screen design, applying visual design principles to all screen elements
- 3.2 Ensure all elements, screens, transitions, sequences, pages and buttons are integrated to conform to the basic design concept or metaphor
- 3.3 Ensure all elements conform to the specified technical requirements
- 3.4 Develop a prototype version of the interface and experiment to ensure its utility

CUFMEM10A/04 Evaluate the interface

- 4.1 Present, discuss and evaluate the interface design prototype to relevant personnel, obtaining and noting detailed response, comments and any required changes
- 4.2 Incorporate design changes to complete interface design
- 4.3 Obtain final agreement from relevant personnel for finished design to ensure that the design brief has been achieved

CUFIMA01A Produce and manipulate digital images

CUFIMA01A/01 Assess digital camera qualities

- 1.1 Assess camera software compatibility with hardware systems and select appropriate software for the production
- 1.2 Match pixel resolution of the camera to the required quality and resolution of outcome
- 1.3 Check the RAM capacity of the camera to see that it is appropriate to the number of images required to be captured
- 1.4 Assess shutter speed, focal lengths and camera feature modes as suitable to the quality of and use of photographic image required
- 1.5 Handle and store lithium batteries in accordance with occupational health and safety requirements

CUFIMA01A/02 Photograph and upload a digital image

- 2.1 Consider focus and exposure in operation of the digital camera to ensure capture of image meets production requirements
- 2.2 Ensure correct use of digital image software including entering and exiting the selected software
- 2.3 Save and retrieve digital photographs using designated file formats
- 2.4 Load and operate the digital camera in accordance with manufacturer's specifications and appropriate to the quality of image to be photographed
- 2.5 Upload the IBM-PC or Macintosh card interface/disk onto the relevant computer and save the image on hard disk
- 2.6 Create and store photographic image files of the computer in accordance with software procedures
- 2.7 Enhance, crop and alter photographic images electronically to deliver the required image
- 2.8 Check photographic images for fitness of purpose to comply with specifications
- 2.9 Assess photographic images for the relevant delivery mode (print, CD-ROM, visual appeal and effectiveness) and deliver appropriately

CUFIMA01A/03 Incorporate digital photography into a multimedia sequence

- 3.1 Create graphics that incorporate the principles of design using the designate software
- 3.2 Edit, enhance, amend and save digital images using the designated software
- 3.3 Combine digital images into a designated multimedia sequence
- 3.4 Integrate digital images into a designated multimedia sequence
- 3.5 Evaluate the outcome for visual impact, effectiveness and fitness for purpose

ICAITAD146A Develop web site information architecture

ICAITAD146A/01 Identify content needs

- 1.1 Strategic intent of web site is identified from business requirements and customer expectations.
- 1.2 Information requirements are developed based on the website intent, intended audiences, types of customer interactions, long and short term goals for the site.
- 1.3 Required information is identified and grouped into business schemes and related to the business structure (information structure and related links).
- 1.4 Content requirements are determined for each process

ICAITAD146A/02 Plan content structure

- 2.1 Cluster information in related topics.
- 2.2 Develop a hierarchy of information and check data to confirm sequence of hierarchy.
- 2.3 Labels are clear, consistent and coherent and relatively intuitive for users to access.

ICAITAD146A/03 Develop navigation system

- 3.1 Build navigational system for overall website based on business requirements.
- 3.2 Navigation should be easily used, provide different ways of searching and provide feedback to users.
- 3.3 The navigational system should give users the flexibility to find the information/ products they want.
- 3.4 A consistent and logical labelling system is developed taking into account user demographics

ICAITAD146A/04 Test and sign off

- 4.1 Information architecture design is prototyped (may be a website prototype, diagrams or other representation of the information architecture).
- 4.2 A sample of users test the prototype for useability to determine if architecture meets customer expectation.
- 4.3 Content that will format correctly in the business and users technical environment is used.
- 4.4 If necessary, adjustments to architecture are made based on user feedback.
- 4.5 Prototype signed off as meeting current and future business requirements

BSBEBUS506A Plan and Develop a Business Website

BSBEBUS506A/01 Plan website structure

- 1.1 The style and structure of the website suit its *purpose* and intended target audience in accordance with the business website strategy
- 1.2 The website structure accommodates the required *features and capabilities* identified in website planning
- 1.3 Layout and navigation requirements are determined for appearance, readability, links, and ease of operation

BSBEBUS506A/02 Determine website content

- 2.1 *Business information* is used to create website content in accordance with the business website strategy
- 2.2 *Content features* are integrated into the website in accordance with the website plan
- 2.3 Website content is accurate, current and relevant to the website purpose and strategy
- 2.4 Language style and tone are suited to the business image to be conveyed and to the intended target audience

BSBEBUS506A/03 Develop website pages

- 3.1 A plan for website pages and *active links* is prepared to meet layout and navigation requirements
- 3.2 Page title is selected to reflect the business purpose and content of the website and to assist its access via search engines
- 3.3 Page presentation is improved by adding *features* which will enhance the text on the web pages
- 3.4 Linked web pages are developed in accordance with the website plan
- 3.5 Customer feedback mechanisms and processes are integrated into the website

BSBEBUS506A/04 Test and critically evaluate website

- 4.1 The website is visited to confirm its operational status, appearance, accuracy and *ease of operation*
- 4.2 The website projects a business image suited to the e-business model in accordance with the business website strategy
- 4.3 The website meets organisational requirements as identified in the business website strategy