
Overview

This standard is about developing learning resources for audiences, visitors, or customers of creative or cultural organisations. Learning resources could be interactive digital or print materials and could be used to help learners explore ideas and support interpretation, exhibitions, events.

This includes evaluating previous learning resources, identifying learning outcomes, selecting format, researching information for content, working with others such as designers, subject specialists, and educators, writing, designing, and developing learning resources, trialling learning resources, protecting copyright and intellectual property, evaluating success and disseminating them through appropriate channels to target audiences.

This standard is for anyone who develops learning resources for a creative or cultural organisation.

Performance criteria

You must be able to:

1. use reliable information to research previous resources produced
2. identify existing information materials and assess their suitability in supporting learning activities
3. identify opportunities for new learning resources that meet the demographics and needs of target audiences
4. agree themes, learning objectives and aims of learning resources with relevant staff, volunteers, and stakeholders
5. create a realistic estimate of budget, staffing and materials required to develop, produce, and disseminate learning resources
6. choose formats for learning resources that meet learning aims and objectives and learners' needs
7. research reliable sources to identify the information required for learning resources, consulting with other people when required
8. consult with, brief and work with other people at appropriate times during the development of learning resources
9. write, design, and develop learning resources, ensuring all materials are clearly presented
10. develop learning resources that comply with any learning and interpretation and audience development strategies
11. ensure learning resources are inclusive and appropriate to intended audience and all user needs
12. liaise with appropriate people to ensure that learning resources are marketed in sufficient time to maximise their uptake
13. consult with target audience and trial learning resources with appropriate people or groups of people, developing materials according to feedback
14. ensure learning resources are relevant and accurate and relate to key themes
15. put in place mechanisms which encourage learners to ask questions and seek clarification about resources
16. evaluate learning resources against identified themes, learning objectives and aims before, during and after their use
17. ensure all your work is quality assured and approved by relevant people
18. protect copyright and intellectual property of learning resources in line with organisational procedures
19. deliver learning resources within agreed budget and time parameters

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20. ensure materials are distributed to relevant staff, volunteers, and audience through appropriate channels

Knowledge and understanding

You need to know and understand:

1. how to identify learning objectives and agree them with colleagues and stakeholders
2. how to research previous learning resources produced in the organisation and gain inspiration from the work of others in the sector
3. how to identify the type of audience, customer or visitor and their needs in relation to learning resources
4. who should be involved in learning resource development and what information they need to be able to contribute fully including designers, subject specialists, educators, managers, marketing colleagues, other staff and volunteers
5. how to communicate learning objectives within learning resources
6. how to present information in an interesting and lively manner and encourage the exploration of ideas through resource material
7. different ways to make learning resources interactive and the benefits of this
8. different learning needs, and how to cater for these
9. how to develop materials for different audiences
10. the potential challenges encountered by users with mobility, hearing or sight impairment, neurodivergent conditions or from different community groups and the different strategies available to make learning resources more accessible
11. types of formats for learning resources and their benefits and disadvantages for different themes and types of users and why it is important that access considerations are included in the format, layout and content of learning resources
12. how to run focus groups and consult with target audiences when trialling learning materials
13. different evaluation techniques
14. budgeting and how to estimate staffing and materials
15. where to access information about schedules
16. copyright and intellectual property protection procedures
17. the benefits and disadvantages of different delivery channels for different formats of learning resources and user requirements

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