**Resource Development Guidelines**

**Guidelines for the development of learning resources to be shared on the VET Shared Learning Resources (VSLR) site.**

These guidelines are to support the development of learning resources through the Workforce Training Innovation Fund (WTIF), the Regional Specialist Training Fund (RSTF) and the Workforce Skill Set Fund (WSSF).

Resources will be made available to TAFEs on the VSLR, which is managed by the Department of Jobs, Skills, Industry and Regions (DJSIR).

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# Overview

Learning materials and resources that are produced through WTIF, RSTF and WSSF projects will be shared with TAFEs and (where appropriate) other organisations. These resources will be shared through the VET Shared Learning Resources platform – otherwise known as the VSLR. The VSLR platform is based on the Canvas Learning Management System (LMS). This allows for the previewing and downloading of resources even though they may have been produced in a variety of formats and using a range of e-learning tools. The VSLR is not used as an LMS in the traditional sense – there are no students undertaking programs – but is used as a searchable repository of resources, accessible only to the Victorian TAFEs.

The purpose of these guidelines is to support funded recipients with developing resources that are as accessible, shareable, and editable as is possible within the scope of the respective project.

Due to the broad range of projects from the RSTF, WTIF and WSSF grants, not all aspects of these guidelines will apply to every project. For example, a project that involves the development of Augmented Reality (AR) or Virtual Reality (VR) may have limited capacity to provide resources in alternative formats.

## Types of documents

Resource development projects produce a range of document and file types. Typically, these would include:

* Learner content – underpinning knowledge, activities, discussions, interactive content etc.

for the learner

* Assessment tools – formal assessment tasks to be completed by the learner
* Assessor guides – detailed information to ensure consistency of assessor judgements
* Assessment mapping – describes how all required components of the unit of competency are to be assessed (and delivered if content mapping is included)

# Intellectual Property and attribution

When sharing learning resources on the VSLR, the Department will acknowledge the copyright holder.

In most cases, resources will be released on the VSLR using a [Creative Commons Attribution 4.0 International (CC-BY 4.0)](https://creativecommons.org/licenses/by/4.0/) licence. See *Appendix 1* for more information on CC licenses.

## Licencing requirements for third-party content

All third-party content, including photographs, images, videos, icons, and graphics, must be accompanied by a link to the license that permits their re-distribution. Please check the license terms to ensure they have been complied with.

Materials with Creative Commons licences can be used in resources. Creative Commons licences help creators retain copyright while allowing others to copy, distribute, and make use of their work. Refer to *Appendix 1* for an overview of the different types of licences.

## Attributions for third-party materials

Third-party content cannot be used without the permission of the owner and an appropriate license. To inform other organisations of the source and licencing of third-party materials, attribution should include the creator source and licencing (e.g., ‘used with permission’ or ‘licenced under CC BY-NC’).

For example, this image has a suitable attribution because it includes the:

* **author** with a link to their image on the site
* **source** with a link to site, and

###  • type of licence with a link to

the Creative Commons licence Photo b[y Aaron Burden o](https://unsplash.com/photos/QJDzYT_K8Xg)[n Unsplash](https://unsplash.com/)

 licenced under [CC BY-ND 2.0.](https://creativecommons.org/licenses/by-nd/2.0/)  deed

For further advice, view the [Creative Commons Best practices for attribution](https://wiki.creativecommons.org/wiki/Best_practices_for_attribution) page. **All materials submitted must abide with funding contract obligations. Third-party content without an appropriate licence should not be used.**

## Royalty-free image sites

Steps should be taken to ensure images are inclusive and representative of Victoria’s diversity. The following sites offer royalty-free images:

* [Creative Commons](https://search.creativecommons.org/)
* [Pixabay](https://pixabay.com/)
* [Unsplash](https://unsplash.com/)
* [Pexels](https://www.pexels.com/)
* [Pxhere](https://pxhere.com/)
* [Flickr](https://www.flickr.com/)

While some royalty-free sites do not require attribution, e.g. Pixabay and Unsplash, the inclusion of attribution for all images is required – irrespective of which site they are sourced from – so that other organisations are informed of their source and licencing. Please ensure images are at an appropriate size and resolution. 72dpi is recommended. See [here f](https://tiny-img.com/blog/best-image-size-for-website/)or further information.

# Accessibility

Learning resources should be developed to ensure that web content is accessible to people with disabilities. The [Web Content Accessibility Guidelines](https://www.w3.org/WAI/standards-guidelines/wcag/) (WCAG) provide information on building online content for accessibility. The WCAG 2 supporting technical materials include:

* [How to Meet WCAG](http://www.w3.org/WAI/WCAG21/quickref/) – a quick reference guide and main resource/checklist.
* [Techniques for WCAG 2.1](https://www.w3.org/WAI/WCAG21/Techniques/) – information on developing accessible web content, such as HTML code. The techniques are “informative” – that is, you do not have to use them. The basis for determining conformance to WCAG 2 is the success criteria from the WCAG 2 standard, not the techniques. Read more in [Techniques in the FAQ.](https://www.w3.org/WAI/standards-guidelines/wcag/faq/#techs)
* [Understanding WCAG 2.1](https://www.w3.org/WAI/WCAG21/Understanding/) – offers more detailed guidance on implementing WCAG 2.

Key accessibility considerations should include:

* providing text alternatives for non-text content, including Alt Text for images • providing at a minimum, transcripts for videos (and closed captions if possible)
* using appropriate colour combinations.

## Alt text

All images should include Alt text which includes a succinct and meaningful description. Text- based images, for example a .jpg file that features text, should include the words in the Alt text. The use of “” is acceptable for decorative images only.

## Colour combinations

WebAIM’s [Contrast Checker](https://webaim.org/resources/contrastchecker/) can assist in determining appropriate colour combinations of text and background colours. The [Accessible Colours](https://accessible-colors.com/) checker will also take into consideration text size.

# Language

## Australian Government Style Manual: Writing and editing

The [Style Manual](https://www.stylemanual.gov.au/) provides guidelines to create clear and consistent written content in line with government standards. Advice includes language and writing style, accessibility and inclusion, and style rules and conventions.

## Acronyms

Ensure all acronyms are defined the first time they are included within the unit of competency. If providing a glossary, include them in their spelt-out form.

## Spelling

All content should be checked for spelling and grammar prior to submitting materials to the Department. To ensure consistency in spelling, the [Macquarie Dictionary](https://www.macquariedictionary.com.au/) should be used.

# Quality assurance

Developers need to implement their own quality assurance (QA) before submitting resources to the Department. This process should take into consideration Subject Matter Expert (SME) input, compliance with relevant standards, intellectual property requirements, plagiarism checks, and a review of grammar, syntax, and spelling.

Resources will be reviewed by the VSLR team to provide feedback on aspects such as technical considerations, accessibility requirements, and intellectual property and attribution requirements. Please note that the VSLR team does not conduct compliance or subject matter checks.

In some cases, a small sample of the resources may undergo a comprehensive review by an external agency. This review will check if the learner resources, assessment tools and assessor guide within the unit of competency meet the training product requirements and packaging rules on [training.gov.au.](https://training.gov.au/home/tga)

# Technical requirements

It is expected that suppliers take reasonable steps to ensure that other organisations can access all content and media elements used in resources. Rich media elements (e.g., images, audio and video) and more complex media elements (e.g., H5P activities and embedded SCORM objects) need to be embedded and/or provided so that they can be easily accessed and modified by others.

In acknowledging that other organisations use varying tools, technologies and LMSs, below is

advice to assist in minimising technical issues when preparing materials to be shared.

## Access to content and rich media elements

When a content item (or file) is added to a Canvas course, that file may not necessarily be accessible by another organisation when that course is subsequently imported or deployed into their respective LMS. This is because the LMS export file might include *a link* to that file instead of the direct source file. Check with the VSLR team if needing support.

### Rich content media

A copy of any source files for rich content media elements should be bundled separately and clearly named. As previously noted, an LMS file might include a link to rich media elements, rather than to the source files. For example:

* H5P activities might point to a link on an inaccessible H5P host server
* a video might be embedded as a Vimeo video that is only viewable with Vimeo credentials.

Suppliers need to take appropriate steps to ensure that these elements can be used in another LMS. For example, providing:

* all H5P activities as separately bundled files, with a clear naming convention or mapping document to guide TAFEs on where to re-embed the H5P activities, or
* a copy of the video file.

There may be cases where it is not possible to provide the source file, for example, a publicly accessible YouTube video where there is no guarantee of its ongoing availability. In these cases, the content should be accompanied by an explanation of its purpose. This explanation will assist in finding an alternative video should the content be removed from the publicly accessible domain.

## Editability of files

Resources submitted to the Department need to be provided in a format that can be edited, however, eLearning native files are not always immediately editable. In these cases, it is expected that an alternative option is provided to support editability.

The sections below provide examples of resource edibility issues experienced in past projects. These examples do not represent a definitive list, but a summary of common issues. It is recommended that all examples below are considered – even if the example does not reflect a file format that is intended to be used – as the solution to resolving the issue may still be of relevance.

### SCORM files

Where SCORM packages are used, authoring files need to be included to provide a means of editing the content. It should be noted that authoring files are often produced in a proprietary format which require access to proprietary software. This creates limitations on the editability of the files. Where possible, alternative formats should be provided, for example, a copy of a web or PDF export from Articulate Rise, or a PowerPoint from Articulate Storyline.

### PDF files

Where PDF files created by suppliers are included, the document should also be provided in its original file type to allow TAFEs to make modifications, e.g., by providing the Word or PowerPoint file.

## Sharing files with the Department

### File names

Use clear naming conventions for files and documents. Include the qualification/skill set and/or unit of competency code in file names where relevant, e.g., ‘<QUALCODE>\_<UNITCODE>\_Assessor\_Guide’.

# Help and support

The VSLR team and Department representatives are available to provide advice and support to ensure that resources are provided in a manner which maximises their shareability and usability by other organisations. The VSLR team can be reached at vet.sharedlearning@education.vic.gov.au .

# Appendix 1: Creative Commons licences

**Elements**

There are six elements used to create Creative Commons licences.

**BY**  Credit must be given to the creator.

**SA**  Adaptations must be shared under the same terms.

**NC**  Only non-commercial uses of the work are permitted.

**ND**  No derivatives or adaptations of the work are permitted.

**ZERO**  No copyright conditions apply.

**Licence types**

Below is an overview of the different Creative Commons licences available.

* [Attribution CC BY:](https://creativecommons.org/licenses/by/4.0/) This licence allows users to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator.
* [Attribution-ShareAlike CC BY-SA:](https://creativecommons.org/licenses/by-sa/4.0/) This licence allows users to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator. If users remix, adapt or build upon the material, they must licence the modified material under identical terms.
* [Attribution-NonCommercial CC BY-NC:](https://creativecommons.org/licenses/by-nc/4.0/) This licence allows users to distribute, remix, adapt, and build upon the material in any medium or format for non-commercial purposes only, and only so long as attribution is given to the creator.

* [Attribution-NonCommercial-ShareAlike CC BY-NC-SA:](https://creativecommons.org/licenses/by-nc-sa/4.0/) This licence allows users to distribute, remix, adapt, and build upon the material in any medium or format for non- commercial purposes only, and only so long as attribution is given to the creator. If users remix, adapt, or build upon the material, they must licence the modified material under identical terms.
* [Attribution-NoDerivatives CC BY-ND:](https://creativecommons.org/licenses/by-nd/4.0/) This licence allows users to copy and distribute the material in any medium or format in unadapted form only, and only so long as attribution is given to the creator.
* [Attribution-NonCommercial-NoDerivatives CC BY-NC-ND:](https://creativecommons.org/licenses/by-nc-nd/4.0/) This licence allows users to copy and distribute the material in any medium or format in unadapted form only, for non- commercial purposes only, and only so long as attribution is given to the creator.
* [Universal CC0:](https://creativecommons.org/publicdomain/zero/1.0/) This CC Zero licence is a public dedication tool where creators give up their copyright and put their works into the worldwide public domain. Users can distribute, remix, adapt and build upon the material in any medium or format with no conditions.