4. Prototype curriculum components

Importance

The impact of mastering these competencies is that you:

- Make improvements based on designing and testing prototypes.
- Determine how to "scale up" efficiently.
- Develop materials with a consistent look and feel.

Supporting competencies and tasks

These tasks contribute to mastery of the supporting competencies (in bold). Put a check mark next to each task or subtask within the supporting competency as you complete it:

4a	**Design at least one example of each curriculum component as a prototype**
▶	Generate a broad range of possible solutions
▶	Create and get input on a series of quick prototypes
▶	Test to inform the next iteration of prototypes

4b	**Determine style guidelines for ensuring consistency across subsequent design and development**
▶	Determine standards for text (for example, voice, use of terminology, editorial style)
▶	Determine standards for visuals (for example, colors, style of illustration)
▶	Determine a standard approach for each component (for example, job aids, user guides, videos, e-learning, websites)
▶	Determine appropriate technology and e-learning standards
▶	Incorporate corporate branding, if appropriate

4c	**Develop templates based on the validated templates and guidelines**
▶	Develop templates for each type of component
▶	Develop templates for category of content within components (for example, presentation of text or text and visuals, multiple-choice questions)
▶	Build standardized text into templates (for example, instructions and headings, other standard wording)
▶	Confirm that templates comply with style guidelines
▶	Confirm that templates comply with relevant technology and e-learning standards
▶	Confirm that templates work with the chosen authoring tools

Key outputs and assessment criteria

Mastering these competencies typically involves the following outputs. The assessment criteria indicate what would make the output appear to be high in quality.

KEY OUTPUTS	ASSESSMENT CRITERIA
Prototypes of curriculum components	Prototypes illustrate look and feel of materials and visual aids
	Prototypes comply with corporate branding, templates, and guidelines
	Technology and other logistics work, with backup strategies in place in case of failure
	Guidelines for ensuring consistency of design and materials are documented
Guidelines for creating consistent components	Guidelines identify definitions and preferred uses of terms for curriculum, as well as terminology to avoid
	Guidelines include a glossary of acceptable synonyms to guide translators in consistent terminology usage, when offering a program in multiple languages
	Guidelines provide consistent text for frequently used instructions
	Guidelines identify the preferred and culturally appropriate stylistic choices for the curriculum, reflecting the client's needs
	Guidelines are clear and thorough
Templates	Templates are provided for each major curriculum document type (for example, facilitator guides, job aids)
	Templates comply with guidelines for ensuring consistency
	Templates work with the chosen authoring tools for the curriculum
	Templates comply with relevant technology and e-learning standards
	Templates address issues of activities, images and image styles, formatting, fonts, colors and layout