

Abilities	Associated product (course) quality criteria	Peer	Client	Trainee
1. Apply the foundations for ID by:				
1.1. Acknowledging the recursive nature of problems, needs and external constraints analysis;	Project Initiation Request	x	x	
1.2. Justifying the approach to design and design model of a project;	Project Initiation Request	x	x	
1.3. Organizing ID models for designing instruction with broad and heuristic usage based on the key elements in the ID models;				
1.4. Reasoning and justifying the alignment between problem, approaches to design, design models, and ID model for designing instruction;	Project Initiation Request, meeting minutes, decision log	x	x	
1.5. Using understandable and shareable design language providing effective multi-stakeholders (e.g., customers, users, designers) communication;	direct observation & Meetings/ emails/ any communication channel / online repository/ project-end report in some cases	x	x	
1.6. Interpreting how learning occurs through different perspectives on learning;	Project charter	x	x	
1.7. Explaining the interconnection of learning theories and instructional theories in principle;	Storyboard/ Final Product	x	x	
1.8. Explaining the connection between the instructional variables;	Project charter	x	x	
1.9. Developing a holistic understanding of the instructional design system with learning theories, design theories, instructional design theories, and technology integration;	Project charter / Storyboard / Final Product	x	x	
1.10. Constructing appropriate instructional technology integration solutions within the given problematic context;	Project workplan	x		
1.11. Recognising the roles and functions of technology in instructional design;	direct observation / storyboard	x	x	
1.12. Developing interdisciplinary knowledge, combining learning theories, design theories, instructional design theories, and technology integration;	Storyboard / final product	x	x	
1.13. Planning and conducting interdisciplinary collaboration in local and global ID professional learning community				
1.14. Reflecting on and integrating instructional design knowledge and experiences, acknowledge uncertainty and dynamism of the learning and instructional context	Storyboard / final product	x	x	
1.15. Recognising the different cultural perspectives in problem and context analysis and the Integration of technology	Storyboard/Final Product	x	x	
1.16. Developing instructional designer identities as a reflective problem solver and change agents;	direct observation / meetings	x		
1.17. Engaging in life-long learning about the topic.	direct observation / meetings / annual evaluations from the company	x		
2. Apply Learning Methodologies by:				
2.1. Identifying the impact of learner persona on the learning process and learning experience and use it to inform the instructional design decision;	Project Initiation Request	x	x	
2.2. Analyzing and categorizing the learning content regarding the surface and deep learning;	this is observed in meetings but may not be written in the minutes, its an observation	x		
2.3. Utilizing the learning taxonomy to set the learning outcomes;	learning outcomes (may be incorporated in the learning final product or not)	x	x	x
2.4. Analyzing the learning process through different perspectives on learning in relation to learning outcomes;	Project End Report	x	x	
2.5. Clarifying the pedagogical needs in different stages of learning process;	meeting minutes / decision log	x	x	
2.6. Identifying, selecting and combining pedagogical approaches that meet the pedagogical needs;	project charter	x	x	
2.7. Selecting and applying learning methods in line with the pedagogical approach in compliance with environment/resource constraints;	Project Initiation Request; Storyboard; Final Product	x	x	
2.8. Aligning learning outcomes, learning process, pedagogical approach, and learning methods;	Storyboard; Final Product	x	x	
2.9. Planning the instructional design tasks based on the instructional strategies and the instructional design theories;	Storyboard	x	x	
2.10. Aligning assessment with the learning content and learning process providing informative feedback for instruction;	Storyboard	x	x	
2.11. Identifying and integrating suitable and existing technology for rich-media learning (Presentation tools, graphics and infographics tools, video tools, Storyboard; Final Product interactive learning tools);		x	x	
2.12. Reflecting on the previous experience of using technology in the instructional design and choosing the suitable technology to design the learning materials and learning activities;	Project Initiation Request	x	x	
2.13. Using technology to visualize the instructional design ideas, strategies, and tasks;	Storyboard	x	x	
2.14. Using technology to articulate the storyline and project blueprint;	Storyboard / Final Product	x	x	
2.15. Prioritizing learner-centred approaches to support learners achieve the best outcomes possible;	Project Initiation Request / project charter / storyboard / final product	x	x	
2.16. Reflecting on the decision-making alongside the problem-solving process with intercultural and interdisciplinary perspectives;	this is observed in meetings but may not be written in the minutes, its an observation	x		
2.17. Building awareness of the iterative nature of problem-solution analysis in instructional design;	this is observed in meetings but may not be written in the minutes, its an observation	x		
2.18. Drawing on interdisciplinary collaboration to generate the design solutions;	Project workplan	x		
2.19. Recognizing different cultural perspectives that may impact target-group learning experience;	learning products (final product) / project charter	x	x	x

2.20. Responding to a given local, global, or intercultural issues while designing instructional scenarios;	instructional scenarios	x	x	x
2.21. Respecting others' realities and their emotions by using inclusive learning approaches.	learning approach (not a product), but is reflected in the project charter	x	x	x
3. Implement design considerations by:				
3.1. Analysing and arranging main ideas to create a storyboard, based on the selected instructional theory for the learning experience;	storyboard	x	x	
3.2. Anticipating Data Security needs for the learning experience (RGPD, etc);	Project Charter or meeting minutes	x	x	
3.3. Creating a story or context that engages the learners aligned with the pedagogical approach;	storyboard / final product	x	x	x
3.4. Interpreting design principles when developing UX;	storyboard / final product	x	x	x
3.5. Implementing an inclusive design approach when designing the storyboard;	storyboard / final product	x	x	x
3.6. Deciding how the information will be displayed on the storyboard.	storyboard	x	x	
3.7. Developing the storyboard by creating interactive interfaces, taking into consideration teaching strategies in designing the learning interaction;	storyboard	x	x	
3.8. Including an indication of dynamics, sonoplasty and voice references in the storyboard;	storyboard and other supporting documents (such as excel or words documents for voice over scripts)	x	x	
3.9. Writing notes for the developers' team to indicate specificities;	storyboard	x		
3.10. Illustrating the base for storytelling;	storyboard	x	x	
3.11. Developing the scripts for the development of audio and videos, if included in the course;	storyboard or complementary docs (such as excel with script)	x	x	
3.12. Preparing the templates to collect the contents, according to the storyboard;	templates to collect contents	x	x	
3.13. Sorting the different programs to use in the development of the storyboard and scenarios;	storyboard	x	x	
3.14. Defining, together with the development team, the final format of the various pieces of e-learning to be built (e.g. interactive screens, videos, pedagogical games, etc);	output can be a meeting minute or the Project Charter	x	x	
3.15. Developing content with safety;	SHT file or in some cases project workplan	x		
3.16. Using technology for organising the materials' references;				
3.17. Leading a discussion with team members to achieve a common understanding of the project and the instructional solution;	meeting minutes or decision log	x		
3.18. Taking responsibility for the outcomes of the project;	Project End report	x		
3.19. Adjusting the product to the client's expectations and demands through ongoing feedback loops to clarify the pedagogical needs in different learning stages.	the product itself + meeting minutes + decision log	x	x	
4. Develop Instructional Design by:				
4.1. Developing the scenarios for the learning experience that correlate with the storyboard, by considering cognitive engagement, affective response and social interaction;	learning scenarios	x	x	
4.2. Identifying the interactive and non-interactive processes of the training;	storyboard	x	x	
4.3. Constructing learning products by applying UX concepts, aligning with the instructional functions;	learning products (final product)	x	x	x
4.4. Predicting UI obstacles and presenting solutions to implement the training;	the product itself + meeting minutes + decision log	x	x	
4.5. Passing development work to the development team (IT/coding) by providing all the necessary information for development;	meeting minute/emails/teams message/support documents etc	x		
4.6. Selecting an authoring software for developing prototypes;	prototype	x		
4.7. Performing video, audio and image editing to apply to learning products;	learning products (final product)	x	x	x
4.8. Compressing videos to be uploaded in LMSs;	learning products (final product) in the LMS (uploaded)	x	x	x
4.9. Generating communication protocols for tracking learning-related activity;	communication protocols	x	x	
4.10. Leading a discussion with team members to achieve a common understanding of the project and the instructional solution;	meeting minutes or decision log	x		
4.11. Applying empathy skills & emotion design throughout;	direct observation / project initiation request / project charter	x	x	
4.12. Analysing with the development team, the most appropriate technology to develop the various pieces of e-learning and the different dynamics that are foreseen in the storyboard;	project charter / learning products (final product)	x		
4.13. Taking responsibility for the outcomes of the project;	Project End report	x		
4.14. Adjusting the product to the client's expectations and demands through ongoing feedback loops to clarify the pedagogical needs in different learning stages.	the product itself + meeting minutes + decision log	x	x	
5. Implement Instructional Design by:				
5.1. Making a checklist to ensure that all the needs and requirements defined for the project are implemented;	checklist	x		
5.2. Testing products individually to assure they function correctly;	learning products (final product)	x		
5.3. Performing validation tests to assure the LMS is reading the products correctly;	learning products (final product)	x		
5.4. Debugging potential mal-functions;	learning products (final product)	x		
5.5. Selecting the learning management systems to upload the products;	learning products (final product)	x	x	
5.6. Assessing the sequence for uploading the products in the LMS;	learning products (final product)	x	x	
5.7. Uploading communication protocols for tracking learning-related activity into LMS;	Trainee LMS report		x	
5.8. Reporting (to IT team) if malfunctions are identified;	supporting docs/excel/email/teams message/etc	x		
5.9. Supervising the implementation of ID solutions, related to specific training, by the ID team.	all project management tools	x		
6. Evaluate Instructional Design by:				
6.1. Defining and applying quality criteria for all the ID stages;	Project Workplan	x	x	

6.2. Organizing a validation stage to test the course by an Instructional Designer external to the project;	meeting minutes or decision log	x		
6.3. Revising the project to make the adjustments requested by the external validation;	learning products (final product)	x		
6.4. Implementing pilots to test the project against the needs and requirements defined for that project;	pilots	x	x	x
6.5. Developing an evaluation tool for the client implementing the training to report on Key Performance Indicators;	evaluation tool/questionnaire	x	x	
6.6. Interpreting the data from the questionnaires and reporting based on that data;	Project End report	x	x	
6.7. Reporting on main obstacles and lessons learned through the project;	Project End report	x		
6.8. Operating software for quality assurance assisting the Quality Assurance team;	source file or final file	x	x	x
6.9. Taking responsibility for the quality evaluation of the project;	Project End report	x		
6.10. Managing multiple target groups and stakeholders to achieve overall satisfaction.	Meetings/ emails/ any communication channel / online repository/ project-end report in some cases	x	x	
7. Manage projects by:				
7.1. Identifying the management methodology to apply in the project;	Project Initiaiton Request	x	x	
7.2. Identifying the scope of the project by discussing with the client and/or other relevant stakeholders (eg. Teachers) the needs and requirements of the project;	Project Charter	x	x	
7.3. Performing a context analysis based on the needs and requirements identified by the stakeholders and target groups;	Project Charter	x	x	
7.4. Planning the tasks and deadlines to share with the team and with the stakeholders for approval;	Project Work Plan	x	x	
7.5. Monitoring the project tasks and deadlines to assure compliance;	Project Work Plan	x	x	
7.6. Defining the overall budget and budget per task and communicating it to the stakeholders;	Project Work Plan	x	x	
7.7. Managing the project costs to ensure budget compliance;	Project Work Plan	x	x	
7.8. Managing the project team and reporting to the unit coordinator;	Meetings/ emails/ any communication channel / online repository/ project-end report in some cases	x		
7.9. Communicating frequently with the stakeholders and team about the project status;	Meetings/ emails/ any communication channel / online repository/ project-end report in some cases	x	x	
7.10. Implementing risk management tools and acting on identified risks;	Risk Log	x	x	
7.11. Managing multi-step design paths to address the problems in authentic tasks;	Project Work Plan	x	x	
7.12. Operating project management software;	Project Work Plan	x		
7.13. Selecting and using multiple channels of communication with the different stakeholders of the project;	Meetings/ emails/ any communication channel / online repository/ project-end report in some cases	x	x	
7.14. Selecting and using technology for problem-solving and design process;	Decision log / meeting minutes	x		
7.15. Adapting to circumstances with resilience and focus on objectives by seeing challenges as a way to learn and applying other/new approaches;	direct observation & decision log	x	x	
7.16. Managing team and stakeholders' expectations about the project;	direct observation & project charter & project workplan	x	x	
7.17. Choosing communication styles to apply with different stakeholders;	direct observation & Meetings/ emails/ any communication channel / online repository/ project-end report in some cases	x	x	
7.18. Incorporating sustainability values across the project management;	direct observation & all transversal activities / Meetings/ emails/ any communication channel / online repository/ project-end report in some cases	x	x	
7.19. Keeping the project team motivated and focused on achieving the project scope, objectives and timings;	direct observation & all transversal activities / Meetings/ emails/ any communication channel / online repository/ project-end report in some cases	x	x	
7.20. Designing with holistic project management perspectives in taking account of multi-stakeholders' perspectives, activity models, and improvement of problem situation.	direct observation / project initiation request / project charter / project workplan & project end-report	x	x	