

**OARAS: Learning design template**

To guide the planning, design, development and creation of a learning resources and activities to meet the occupational standards of a unit /module, relevant to a specific skill set.

Qualification, Unit / Skills: Unit: Entrepreneurship - Establishing a small business

Learning outcomes:

LO1 Identify / generate business ideas

LO2 Select the most viable business idea

LO3 Develop a business opportunity

LO4 Develop a plan to establish a business

LO5 Fulfil statutory obligations

LO6 Manage credits

Range: small family business, start up, sole trader or partnership

Outcome (occupational standard, knowledge, skills, attitudes, competencies, learning outcomes)	Assessment (learner meeting the outcome by assessment or naturally occurring evidence at the workplace)	Resources (resources like video, readings, presentations, etc. needed for the learner to work with and learn)	Activities (description of activity(s) learner is engaged in including learning hours)	Support (learning support with the subject, concepts, or numeracy, literacy, ICT and/or study skills)
Identify / generate business ideas -Identify sources of business ideas -Apply techniques of generating business ideas -Generate a business idea -Conduct an environmental scanning for the business idea -Conduct a feasibility study for the business idea				
Select the most viable business idea Use a micro screening table to identify: -solvent demand -availability of qualified personnel -availability of technology/	-			

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<p>equipment</p> <ul style="list-style-type: none"> -availability of raw materials or services -competitors -critical success factors 				
<p>Develop a business opportunity</p> <ul style="list-style-type: none"> -Identify a business opportunity -Identify sources of business opportunities -Outline steps for business opportunity identification -Explain considerations in opportunity selection -Describe opportunity identification dynamics: discuss the need of the society and capability of the entrepreneur -Discuss the resource availability in the environment 				
<p>Develop a plan to establish a business</p> <ul style="list-style-type: none"> -Determine the design of the business -Conduct a market research -Conduct SWOT analysis -Develop the business plan -Prepare a business plan -Arrange finance (own capital, family, bank) -Find location -Arrange logistics 			-	

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Fulfil statutory obligations - Explain the legal framework for small enterprise - Discuss forms of business - Outline advantages and disadvantages of different forms of business - Discuss registration procedures with PACRA - Discuss ZRA Procedure				
Manage credits Manage procurement of loans: -Different credit terms; o interest rates o repayment terms				

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Appendix: Explanations

Activities (what learners do in order to learn and develop the skills required)

Number the activities to ensure everyone on the teaching team has shared understanding of the structure and flow of the sessions/ lessons.

For each activity record the following:

L = the number of hours you estimate it will take the learner to undertake and complete this activity

T = the number of hours you estimate it will take the tutor to facilitate this activity

M = the number of hours you estimate it will take the Master Craftsman to facilitate / supervise this activity

I/G = individual or a group activity

For example: L: 1hr, T: ½ hr, M: 1 hr, G

Resources

All of the resources in each learning resource section of the template should relate directly to a learning activity. Categorise your resources as follows:

[R] = Ready-to-go. These resources are already available (such as practical demonstrations, tools, OER, open texts, videos, instruction sheets, pictures and diagrams, etc.) and are suitable for the unit (consider technology availability, use and learner access).

[NW] = Need Work. These resources are available or nearly ready or possible to obtain but need more work before they are suitable for use (checklist needing images and illustrations to complement the text, tools that are possible to obtain but need to be hired, purchased, or agreed to be shared with others, etc).

[C] = Concept. Ideas for resources that still need to be developed. If you want to create a video of a practical demonstration, an interactive drag and drop or matching practice or assessment activity, a clickable checklist or diagram, a demonstration using 360 video, an interview with an expert, a digital assessment or quiz in Moodle, be sure to map these early in the design process because they might need more time and effort to be created.

Recommended to keep a design and teaching / training log.

Design Log (notes, plans, explanations)

Log ideas and rationale for learning design decisions following the learning design and development principles outlined in the qualification document.

Teaching reflection Log (notes, reflections, suggestions)

Log reflections on things that go or don't go well from experience. Any suggestions for improvement or changes you have introduced while teaching the unit.

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