

**OARAS: COL Learning Design Template  
for  
Skills in Demand programmes**



COMMONWEALTH *of* LEARNING

# Background

The **OARAS** template is developed to guide and support planning, learning design, development and creation of assessments, learning resources and activities to meet occupational standards, outcomes and competencies of qualifications under COL's **Skills in Demand** programmes, projects and initiatives.

# OARAS: Purpose

The template (**OARAS**) is designed to enable effective, practical and sustainable learning design for workplace and competency based training focusing on:

- **O**utcomes to be achieved in order to meet competence;
- **A**ssessments to measure and provide evidence of competence;
- **R**esources for learners to work with and learn from;
- **A**ctivities for learners to engage in to support and enable their learning;
- **S**upport with the subject, concepts, numeracy, literacy, ICT and/or study skills

There are three stages of the planning, design and development process.

**Stage 1:** Taking stock of what is already available and suitable to use in terms of **A**ssessments, **R**esources and **A**ctivates for each of the **O**utcomes in a qualification. Identifying where the gaps are as well as opportunities for improvement.

**Stage 2:** Designing **A**ssessments, **R**esources and **A**ctivates while planning and integrating **S**upport where needed.

**Stage 3:** Developing the **A**ssessments, **R**esources and **A**ctivates based on the design brief from Stage 3.



# Let's get started with Phase 1: Taking Stock

This phase can be completed in a group workshop or individually. If completed individually is highly recommended to share your work with colleagues for feedback and input before moving to **Phase 2**.



**Step 1:** Pick a unit that you and your colleagues (tutors and Master Craftspeople) are familiar with and have delivered already. It is much easier to start working with a unit you are familiar with rather than designing a new one. Open OARAS-template document and enter on the top of the document the **Qualification name, unit , standard** and save the document as version 1.



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:** (name of qualification unit/ skills)

**Learning outcome** (list learning outcomes from qualification document)

*Range* ( specify the range of contexts and conditions to which the performance criteria apply)|

<b>Outcome</b> (occupational standard, knowledge, skills, attitudes, competencies, learning outcomes)	<b>Assessment</b> (learner meeting the outcome by assessment or naturally occurring evidence at the workplace)	<b>Resources</b> (resources like video, readings, presentations, etc. needed for the learner to work with and learn)	<b>Activities</b> (description of activity(s) learner is engaged in including learning hours)	<b>Support</b> (learning support with the subject, concepts, or numeracy, literacy, ICT and/or study skills)

**Step 2:** Populate OARAS-template with the **outcomes** or skills (depending on how the qualification has defined them) that are part of the unit and the relevant performance criteria . Enter one outcome per row.

OARAS: Learning design template

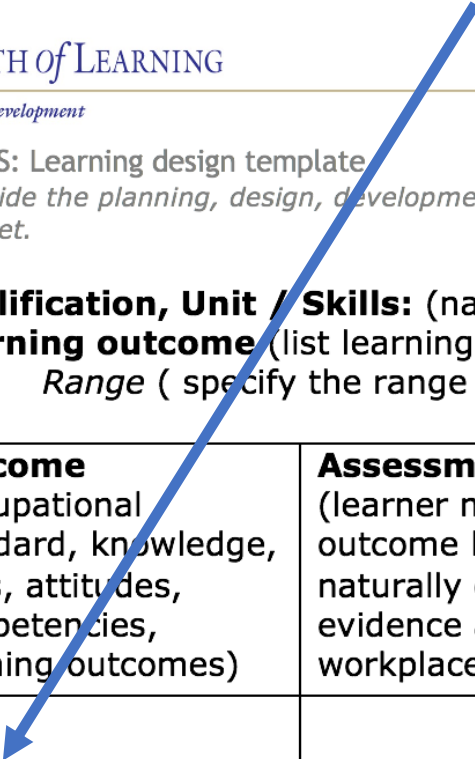
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**OARAS: Learning Design Template**

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: Certificate in Joinery, Module 1: Wood Working Machinery**

**UNIT OF COMPETENCY - CUTTING TIMBER ON A CIRCULAR SAW**

Performance criteria:

PC 1 State various methods of cutting on a Circular Saw Machine

PC 2 Use operational adjustments when ripping

PC 3 Identify functions of a circular saw



<b>Outcomes</b> (occupational standard, knowledge, skills, attitudes, competencies, learning outcomes)	<b>Assessment</b> (learner meeting the standard based on assessment or naturally occurring evidence at the workplace)	<b>Resources</b> (resources needed for the learner to work with and learn)	<b>Activities</b> (description of activity(s) learner is engaged in including learning hours)	<b>Support</b> (learning support with the subject, concepts, or numeracy, literacy, ICT and/or study skills)
State various methods of cutting on a Circular Saw Machine				
Use operational adjustments when ripping				
Identify functions of a circular saw				



**Step 2: (cont.)** What if you don't have clearly defined standards with specific and measurable performance criteria?

In some cases you may work with qualifications that don't have occupational standards and specific and measurable criteria to judge competence when assessing learning. Instead you may have to work with broader skill sets or topics.

What you need to do is develop clear performance criteria that define the outcome and include them in that column.

**Step 3:** Start with the first outcome. Think about and discuss with your colleagues and team what is currently working well in **Assessment**.

How are you currently assessing? Is it effective? Is it using where possible naturally occurring evidence as the learners learn and work in the workplace? Is it scalable?

Note under the assessment column for that standard things that work well and you would like to continue doing.

If there are any gaps or room for improvement make a note too to develop later.

**Step 3: (cont.)** Think about and discuss with your colleagues what is currently working well in **Resources**.

- What teaching and learning resources are currently available?
- Are they effective for the type of learners you have and the workplace based training environment?
- Are they in accessible format, available when needed and scalable for growing number of learners?

Note under the **Resources** column for that standard things that work well and resources that you would like to continue using as they are.

If there are any gaps (e.g. certain equipment not easily available) or room for improvement (e.g. adding images to a text-based checklists) make a note too to work on and develop later.

**Step 3: (cont.)** Think about and discuss with your colleagues what is currently working well in **Activities**.

- What are learners currently doing?
- Are the activities effective for the type of learners you have and the work place based training environment?
- Do the learning activities support learning and provide opportunities for feedback, as well as to learn and practice new skills?
- Are they scalable for growing number of learners?

Note under the **Activities** column for that standard things that work well and you should continue to do.

If there are any gaps or room for improvement make a note too to develop later.

**Step 3: (cont.)** While working on the resources and activities think about and discuss with your colleagues what learning **Support** may be needed so you can integrate in the design of activates and resources.

- Are the resources and activities effective and accessible for the type of learners you have and the workplace training environment?
- Do they meet the diverse numeracy and literacy needs of the learners?
- Will learners need specific technical or digital literacies to be able to engage in the learning process?
- What technical and study related support can be integrated naturally in the learning process?
- Is the available support scalable for growing number of learners?

Note under the **Support** column what works well and you should continue to do.

If there are any gaps or room for improvement make a note too to develop.

# Let's get on with Phase 2: Design

This Phase is best completed in a group of Tutors and Master Craftspeople working together and contributing ideas, as well as different perspectives of the training, that will enrich the design and ensure it is suitable, practical and authentic for the workplace. It is an iterative process and you may repeat some or all of the steps for certain outcomes.

**NB:** If you have worked alone on Phase 1 this is the time to share and discuss with your colleagues what you have noted and get their points of view and feedback before you get on with the design.



**Step 1:** Review and discuss the notes made in the template during Phase 1 for the first outcome before you start work on designing for gaps and areas of improvements.

You can use brainstorming, mind mapping or any other technique you are familiar and comfortable with to develop ideas how to fill in the gaps and make improvements ( where noted in assessments, resources and activates).

**Step 2:** Screen and evaluate the ideas generated in step 1 against the following criteria:

- **Alignment:** are the suggested assessments, resources and activities clearly and directly aligned to the outcome and each other?
- **Authenticity:** are the suggested assessments, resources and activities authentic, relevant and likely to naturally occur in the workplace environment?
- **Accessibility:** are the suggested assessments, resources and activities easily accessible to the type of learners (literacy level, technology access etc.)
- **Affordability:** are the suggested assessments, resources and activities cost effective and within budget?
- **Scalability:** are the suggested assessments, resources and activities scalable without additional cost / time/ expense required for growing numbers of learners?



**Step 3:** Select and enter in the template the assessments, resources, activities and support that meet all or most of the criteria in Step 2.

If some don't and you still have gaps you may need to go back to Step 1 and repeat the process later on. At this stage is best to highlight where there is still a gap and move on to the next outcome.

For each outcome you follow the same 3 Steps until you complete the unit or qualification.

## **Step 4:** Finalizing Phase 2.

Now that you have completed the first design cycle for all outcomes you can go back and revisit the areas where there are still gaps, as the initial ideas you have developed did not meet sufficiently the criteria in Step 2.

Before going back to Step 1 and repeating the process for each gap it may be useful to look at all of the gaps and see what are the criteria they are not meeting and if there are any similarities. You may be able to identify a solution that can apply to more than one of the gaps.

If you still have unresolved gaps for each gap you can follow the same 3 Steps but focusing on the criteria from step 2 that needs to be met.

### **Step 4:** Finalizing Phase 2 cont.

While you are reviewing all the outcomes, and assessments you have drafted and checking for any unresolved gaps it is the perfect time to identify if any of the outcomes can be clustered and assessed together rather than separately.

Check what work activities are naturally performed and occur together at the workplace that will provide an opportunity for an integrated authentic assessment. Note that in the assessment section or edit the assessments to reflect the possible integration.

(e.g. If there are knowledge-based questions for each outcome you can pull them all together in one online quiz or test. Instead of separately assessing practical skills cluster them together into one integrated practical project like building a picnic table that will allow multiple elements to be assessed)

# Ready for Phase 3: Development

This Phase is will be guided by the work you have done in **Phase 1 and 2.**

The OARAS template you have completed will be the design document / brief for the development team, if different from the people in the design team, as well as the delivery team.

Tutors and Master Craftspeople involved in delivering the training across the country will be using the same training and assessment approach, resulting in consistency of the learning experience and comparable quality of skilled graduates.

