COMMONWEALTH *of* LEARNING
Learning for Sustainable Development

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: *Skills 4 TVET educators and trainers, **Unit 1** CTVSD1 – Working with outcomes*

      Learning Outcome / unit of competency : Use educational outcomes to plan and design vocational training.

      Range: *(competency based training programmes,* evidence of minimum 3 outcomes from 1 or more modules/units, with performance criteria and range statements.

Outcomes (occupational standards, knowledge, skills, attitudes, competencies, learning outcomes)	**Assessment** (learner meeting the statement 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)
Use educational outcomes to plan and design vocational training. PC1.1 Distinguish between different outcomes e.g. learning outcomes, standards and competencies. PC1.2 Analyse outcomes and develop clear performance criteria.	A knowledge-based assessment in the form of an online quiz where the learner distinguishes between learning objectives, learning outcomes and standards and competencies. 2 attempts with highest grade. Grade at 80% or higher for competency. From a qualification / programme of their own context learners provide evidence of minimum 3 outcomes from 1 or more module/ unit they have analysed and established clear range statements and performance criteria. If all or some of those are all already provided but not well defined,	A webpage on vocational outcomes (standards, competencies, learning outcomes) and performance criteria as key part in the design of CBT and CBA. Link to glossary of definitions **[C]** Learning resource on competency-based models. **[NW]** Video Introduction to OARAS design template. **[C]** A web page on constructive alignment as a learning design approach. **[R]** A video example how to work with outcomes and identify range, and their elements and performance criteria. **[C]**	1.1 Learners select a module / unit to work with. Review the provided glossary of definitions to establish what outcomes there are working with. L – 30 min I 1.2 Learners watch the video example how to work with outcomes. They use the provided steps and examples of outcomes to analyse one of their module outcomes and define the range, elements and performance criteria. L- 60 min I	Helping Hands forum for seeking and receiving technical, subject / concepts and study skills support. Peer and facilitator feedback on their draft outcome and performance criteria.

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| PC1.3 Interpret outcomes to support design and development of competency based training and assessment. | learners explain how they will work with them to design assessment and training. | Steps on how to complete the Otcomes section of the OARAS template.**[C]**

 Webpages with steps how to define clear outcomes, who should be involved and their roles, and how to work with them to guide training design and assessment. **[C]**

 Examples of outcomes (standards, competencies and learning outcomes) from NZ, AUS, Canada. **[NW]**

 OARAS completed Outcomes section examples from different qualifications. **[NW]**

 A blank OARAS template. **[R]** | 1.3 Learners watch the video introduction to OARAS and download the OARAS template. They may refer to the learning resources.
 L – 30 min I

 1.4 Learners develop the Outcomes section of OARAS for their module (for at least for 2 outcomes) and post in a discussion forum for peer review and feedback or share with colleagues.
 L-60 min I T- 2-3 hrs

 1.5 Learners review and provide feedback to peers on their work. They review the feedback they have received and make agistments if needed.
 L- 30 min G T- 1-2 hrs | |

(To add another row, put your cursor in the final cell of the last row, and press the Tab key.)

24 March 2021
Adapted by Vasi Doncheva from OTARA template developed by Kate Hunt, Terry Neal, Maurice Moore 2006

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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 end 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.