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 Furniture Making - Module 2: Upholstery
Learning outcome/ units of competency:
      UNIT B19.1 Health & Safety

      Range (health and safety at the workplace using machines and undertaking work related tasks)

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)
UNIT B19.1 Health & Safety **19.1.1** Apply health and safety to a work area **19.1.2** Carry out multi-lay fabric cutting **19.1.3** Cover prepared frame **19.1.4** Machine sew covers for upholstered items				

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

24/03/21
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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)