

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 B6.1 CUTTING TIMBER ON A CIRCULAR SAW

PC 6.1.1 State various methods of cutting on a Circular Saw Machine

PC 6.1.2 Use operational adjustments when ripping

PC 6.1.3 Identify functions of a circular saw

Outcomes (occupational standard, knowledge, skills, attitudes, competencies, learning outcomes)	Assessment (learner meeting the standard based on assessment or naturally occurring evidence at the workplace)	Resources (resources 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)
PC 6.1.1	<p>Professional conversation: In a professional conversation with a Master Craftsperson (MC) the learner is able to state various methods of cutting on a Circular Saw Machine.</p> <p>Moodle Quiz: the learner is able to match various methods of cutting on a Circular Saw Machine description to a visual image of the method. 75% of correct match needed for competency</p>	In person presentation and explanation of the various methods of cutting on a Circular Saw Machine (Dip cutting, Cross cutting and Ripping). [R] or video presentation [C] *		

* Refer to Appendix: Explanations

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

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<p>PC 6.1.2</p>	<p>Practical observation: The learner is observed by an MC in a practical demonstration or video the learner performing:</p> <ul style="list-style-type: none"> - placing and setting a ripping saw - setting the fence - putting the saw safety guard in position - switching on the machine - pressing the board against the fence - switching off the machine - using a push stick <p>The tasks can be presented in person at the workplace, or on video.</p> <p>Moodle quiz: the learner is matching images of different types of sawblades to appropriate techniques of mounting them. 75% of correct match</p> <ul style="list-style-type: none"> - needed for competency. 	<p>In person presentation showing appropriate techniques of mounting circular saw blades. [R] or recorded presentation in a video [C]</p> <p>Handout / checklist (in hard copy or digital format with images/ pictures and wording) providing information about different types of sawblades. [NW]</p> <p>Practice quiz in Moodle of matching images of different types of sawblades to appropriate techniques of mounting them with build in feedback for correct and incorrect answers. [C]</p>		
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<p>6.1.3</p>	<p>Practical observation or Moodle quiz: The learner correctly identifies the following functions in a practical demonstration, a video or a moodle quiz:</p> <ul style="list-style-type: none"> - Sawing timber - Ripping / cross cutting - Bevelling - Chamfering - Mitring - Trenching - Grooving - Tenoning - Rebating <p>Pictures and definitions/ descriptions of the different functions are presented in a Moodle quiz and learners match them. 75% of correct match needed for competency.</p>	<p>In person practical demonstration of the identified functions [R] or recorded demonstration in a video [C]</p> <p>Checklist with pictures or drawings of the operations/functions identified [NW]</p> <p>Workplace with circular saw machines set for operations to demonstrate the functions [R] or [NW]</p>		
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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.

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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.