



OARAS: Learning design template

1. **Qualification, Unit / Skills:** *Skills for TVET Educators and Trainers, Unit 2: CTVSD2 -Designing assessment.*

Learning outcome: Design competency-based assessments to meet qualification outcomes / requirements in a workplace context.

Range: Evidence of minimum 2 contextualised competency-based assessments for a module/unit, with at least one of the assessments being a practical assessment.

Performance criteria or evidence requirements:

- PC 1 Assessments address the qualification outcomes and requirements.
- PC 2 Assessments and assessment processes are relevant for the identified assessment type and purpose and meet the principals of assessment.
- PC 3 Assessment rubrics assure consistency and quality of assessment judgments.
- PC 4 Assessments include opportunities for learner-self and collaborative assessment where appropriate.

Outcomes (occupational standard, knowledge, skills, attitudes, competencies, learning outcomes)	Assessment (learner meeting the outcomes 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)
Design competency-based assessments to meet qualification outcomes / requirements in a workplace context.	A knowledge-based assessment in the form of an online quiz where the learner identifies key elements and principles of assessment, types, methods and key elements of quality evidence. 2 attempts with highest grade. Grade at 80% or higher for competency. From the qualification / programme or a module learners have chosen in CTVSD1 learners provide the completed assessment section of the OARAS and evidence of two			

05/03/21

1

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	<p>competency based assessments (at least one of which is a practical assessment) they have designed. Both assessments:</p> <ul style="list-style-type: none">- address the qualification outcomes and performance criteria,- indicate the relevancy to the identified assessment type and purpose- identify what evidence is to be provided by the learner and- provide opportunities for learner-self and collaborative assessment where applicable. <p>An assessment rubric for each of the assessment is also provided.</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.

05/03/21

3

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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.