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 for TVET Educators and Trainers,* **Unit 5:** **CTVSD5 - Embed appropriate learning support into course design.**

Learning outcome: Understand how to identify the supports required by the student to undertake learning.

Range: Evidence of 1 learning support plan that identifies possible challenges and ways in which the learner can be supported.

Performance criteria or evidence requirements:
- o   PC 1 Understand what support in an education setting means
- o   PC 2 Plan learner support appropriate to the cohort
- o   PC 3 Scaffold support into learning design
- o   PC 4 Use quality feedback as support
- o   PC 5 Use peer support

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)
Identify elements of learning support to be considered for the intended cohort as part of course planning and design.	Quiz, what are supports? Develop a support plan for your cohort. Prepare a scaffolding plan for support. Develop a rectification plan based on feedback received for your support plan. Provide peer support to a fellow student and receive it back, and implement to	Textual information including: what are learner supports, who are your intended students, what traits do we know in broad terms about these groups, what supports will your cohort need, incorporating supports in training design, what does this mean and how do we do it. https://vark-learn.com/introduction-to-vark/the-vark-modalities/	Identify the challenges a student may face to study effectively, what supports can be integrated into the planning of the course to support the learner to reach the outcomes? Consider the implication of technology in the learning design. What impact it will have to the learner?. What supports will you need to include to support the learner? Write into a journal.	Learning resources provided in the resources section of the course. Study and Technical Help forum for seeking and receiving technical, subject / concepts and study skills support. Peer and facilitator review in OERu forums.

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	improve your support process.	https://www2.education.vic.gov.au/pal/student-support-groups/guidance/6-personalised-learning-and-planning-support Textual information: Learning support is effectively integrated where appropriate in course structure, resources and activities. How to incorporate required learner supports into training design, what are you supporting, considerations for digital literacy, considerations for accessibility. Textual information: Understand the requirements and intentions behind scaffolding in learning. Evaluate existing learning resources for relevance and quality for cohort. What is scaffolding in learning design, how to plan scaffolding in your design, evaluate your existing resources for quality and relevance. Textual information:	L: 1h T:1 hr M: 30m I/G Forum: How will you support your learners, identified above, to overcome their challenges. What supports will be included and at what intervals? L: 1h T: 1h I/G Mindmeister mindmapping activity to plan support scaffolding. L: 1h F 1h G AnswerGarden, what are some ways to gather feedback from students about support. L: 30m F: 30m G Scrumblr, what are the opportunities for connecting, and mentoring learners to provide peer support to each other. L: 30m F: 30m I/G	

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		Quality feedback is given appropriately to support the learner What is quality feedback, types of feedback and when to use them, how to deliver feedback to support learning. Textual information: Create opportunities to connect learners to provide mentoring, support and feedback on performance to improve outcomes What is peer support, types of peer support, creating opportunities for remote learners to provide peer support.		

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

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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.