NZQA Assessment Support Material

Unit standard	29689				
Title	Design and prepare adult learning sessions for a variety of contexts				
Level	5	Credits	12	Version	1

GUIDELINES FOR ASSESSORS

ASSESSOR INFORMATION

People credited with this unit standard are able to design learning sessions for diverse adult learners, including identifying learning outcomes and delivery context(s), and determining evaluation tools and processes.

This document is intended as a guide to support assessors. It is expected that assessors will use these materials, together with the unit standard document, as a tool to develop their own assessments in a way that is relevant to the context in which their assessment occurs.

Assessors and candidates need to be very familiar with the outcome being assessed by the unit standard. The outcomes, evidence requirements and explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing candidates against the standard.

AWARD OF CREDIT

This unit standard can be awarded with an Achieved grade only.

ASSESSMENT REQUIREMENTS

- This assessment will take place over a timeframe set by the assessor.
- The assessment will involve planning four different learning sessions:
- Each learning session must be at least 30 minutes in duration.
- The four different learning sessions must, between them, cover a minimum of six individual adult learners.
- Learning sessions must involve real situations. They must not involve artificial situations created for assessment purposes

General Information

- This unit standard has been developed alongside others to align with and support the New Zealand Certificate in Adult and Tertiary Teaching (Level 5) [Ref:2993]. For an outline of how the relevant unit standards provide a pathway to this qualification, please refer to the landscape document.

- Candidates completing this unit standard will be directly involved in training adults and will have an education or training role in which they have direct access to learners. Types of organisation and roles may include but are not limited to polytechnics and institutes of technology, private training establishments, community organisations, corporate and workplace training, and district health boards. Candidates are responsible for organising access to training opportunities.

- *New Zealand frameworks* may include but are not limited to – Māori and Pasifika learning frameworks, the Learning Progressions for Adult Literacy and Numeracy, workplace/industry specific frameworks, international frameworks relevant to the context.

- The assessor will hold an appropriate adult education qualification (refer to CMR 045).

Definitions

Candidate is the person who is being assessed against this standard.

Contexts may be different physical settings (including workplace/industry specific), approaches to facilitation, or learner profile.

Learner is the person who is taught/trained by the candidate.

Learner needs include those related to building language, literacy and numeracy.

Learning demands refers to the purpose and scope of learning

Learning session is a learning or training event that can be part of a course or programme, but has its own internal coherence in terms of outcomes and subject matter coverage, and is sufficiently discrete to be able to stand on its own.

New Zealand frameworks may include but are not limited to – Māori and Pasifika learning frameworks, the Learning Progressions for Adult Literacy and Numeracy, workplace/industry specific frameworks, international frameworks relevant to the context.

Ethical and Legal Behaviours

Candidates must act professionally, ethically, and with cultural sensitivity during assessment against this standard. This will include compliance with relevant legislation and organisational requirements. Legislation with any subsequent amendments, may include the:

- Health and Safety at Work Act 2015,
- Privacy Act 1993,
- Human Rights Act 1993,
- Copyright Act 1994,
- Vulnerable Children Act 2014,
- and any subsequent amendments.

During the assessment, assessors must also ensure the following:

- Confidentiality is maintained in all professional discussions undertaken for assessment purposes
- Health and Safety is observed at all times in assessment tasks.

Possible assessment tools

There are a range of possible assessment tools that could be used for assessing candidates against 29689. These must include learning session plans and may also include:

- Written descriptions and analysis
- Documented professional discussions
- Reflective log/comments

Evidence and Judgement Guidance

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Assessment Requirements:

- The assessment will involve designing and preparing for four different learning sessions of at least 30 minutes duration, each of which covers at least two different contexts and a minimum of six individual adult learners.

- Assessors and candidates need to be very familiar with the outcome being assessed by the unit standard. The outcomes, evidence requirements and explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing candidates against the standard.

- *New Zealand frameworks* may include but are not limited to – Māori and Pasifika learning frameworks, the Learning Progressions for Adult Literacy and Numeracy, workplace/industry specific frameworks, international frameworks relevant to the context.

Outcome 1: Define parameters for learning sessions.

Outcome statement	Evidence for achievement	Judgement
Evidence requirements 1.1 Purpose for and scope of learning are identified in accordance with stakeholder needs.	1.1-1.2 Written descriptions/documented discussions. Evidence can also include: • Completed pre-course learner surveys or needs analyses • Company information outlining budgets/timeframes • Competency framework • Programme documents.	*Evidence confirms* 1.1 Relevant documents clearly demonstrate the purpose of the learning sessions and the requirements of the stakeholder(s).
1.2 Measurable and observable learning outcomes are developed in accordance with stakeholder requirements.		1.2 Learning outcomes are specific, measurable, achievable, observable and timebound in accordance with stakeholder requirements.
1.3 Potential learners and delivery context(s) for adult learning sessions are identified in accordance with stakeholder needs. *Range* learners may include but are not limited to – Māori, Pasifika, youth, English language learners.	1.3-1.5 Written descriptions/documented discussions covering delivery context, including learner profile.	1.3 Provision/demonstration of the following: • Two different contexts are described • The learner profile describes at least six individual learners • The profile of the learners and the context for the learning sessions has been identified in accordance with stakeholder needs.
1.4 The needs, strengths and goals of learners are identified in relation to the learning demands of the context.		1.4 Learner needs are documented in a way that shows they have been thoroughly reviewed to identify the learners' strengths and goals. These need to be mapped or linked to the learning demands of the workplace context, ideally using the literacy and numeracy progression documents.
1.5 Any constraints to delivery of learning sessions are identified and addressed		1.5 Constraints must be clarified and explained with solutions provided. The constraints might include time, location, budget/costs, access or

| in accordance with stakeholder requirements. | | availability of resources or other things set by the organisation. |

Range
may include but are not limited to – time, financial, resources, organisational.

Outcome 2: Design learning sessions to achieve learning outcomes.

Outcome statement	Evidence for achievement	Judgement for achievement
Evidence requirements 2.1 Teaching and learning content and activities are designed in accordance with stakeholder requirements, learning outcomes, learner needs and delivery contexts, and constraints. 2.2 Learning session design includes a range of delivery strategies based on adult education theories and New Zealand frameworks. 2.3 Plans for learning sessions are in accordance with stakeholder requirements. *Range* may include but are not limited to – sequence, times, content, activities, assessment strategies.	2.1 -2.4 Evidence includes: • Learning sessions plans • Observer feedback • Learner feedback • Written and/or documented verbal evidence to support delivery of planned learning sessions.	*Evidence confirms* 2.1-2.3 Four different learning sessions of at least 30minutes duration each which contain/demonstrate the following: • accommodation of any constraints outlined. • measurable learning outcomes • content arranged in a logical sequence • well timed delivery to allow for learning • strategies or activities to meet learner needs • a range of interactive delivery strategies • activities to assess learning (formative or summative) • opportunity for learner feedback • targeted activities to promote building literacy and numeracy. The learning sessions must also show how they align with Adult Education theories and New Zealand frameworks.
2.4 Learning session resources are fit for purpose and address diverse learners' and stakeholder requirements.		2.4 Learning sessions meet the needs of diverse learners and of the stakeholders.

Outcome 3 Select evaluation tools and processes for the learning sessions.

Range   may include but are not limited to evaluation of – learning session design, content, resources, delivery, assessment, transferability.

Outcome statement	Evidence for achievement	Judgement
Evidence requirements 3.1 Types of evaluation tools and processes are selected and justified in terms of their suitability for the learning sessions. *Range* may include but are not limited to – questionnaire, stakeholder (including learner) feedback, self-evaluation, focus group, observation; evidence of a minimum of three.	3.1 A range of evaluation tools as specified in the evidence requirements with written justifications/documented discussions.	*Evidence confirms* 3.1 Selection or design of at least three different evaluation feedback tools for each of the four sessions with provision/demonstration of the following: • Justification of choice of evaluation tools in terms of their suitability to measure key elements of the lessons • Possible inclusion of tools to be used for learner, observer, self-evaluation, focus groups, clients, stakeholders and supporting documentation (e.g. moderation reports).

Legal and ethical behaviours (required)

To be awarded this standard, candidates must act professionally, ethically, and with cultural sensitivity during assessment against this standard. This will include compliance with relevant legislation and organisational requirements (see page 2). A senior person in the organisation must attest that a candidate's performance meets these requirements (see Appendix 1 for a suggested Attestation Form).

Appendix 1: Example of attestation form for a senior person in an organisation to confirm that a candidate's lesson planning meets internal and/or external requirements.

This is to confirm that _____ has met all the relevant requirements listed below in planning to deliver training at this organisation

_____

Requirements:	Comment
The candidate has acted	
• professionally,	
• ethically,	
• and with cultural sensitivity.	
Her/his actions have complied with:	
This organisation's requirements	
The requirements of any other Standard Setting Body (e.g., Industry Training Organisation). Please list.	
All relevant legislation. This may include the:	
• Health and Safety at Work Act 2015,	
• Privacy Act 1993,	
• Human Rights Act 1993,	
• Copyright Act 1994,	
• Vulnerable Children Act 2014,	
• and any subsequent amendments to these Acts.	
Name of Senior person: Position:	Signature and Date