NZQA Assessment Support Material

Unit standard	29693				
Title	Review, evaluate and identify areas of improvement for own adult education teaching practice.				
Level	4	**Credits**	10	**Version**	1

GUIDELINES FOR ASSESSORS

ASSESSOR INFORMATION

People credited with this unit standard are able to review, evaluate and identify areas for improvement for own adult education teaching practice.

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 three different learning sessions previously delivered by the candidate
- Learning sessions must involve real situations as relevant to a candidate's own teaching context. 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 4) [Ref:2746]. 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 programmes, and district health boards (DHBs). Candidates are responsible for organising access to training opportunities.

- The learning sessions evaluated for this standard may come from those delivered in Unit 29692, *Deliver learning sessions for adults* and may use the evaluation tools selected (or designed) for Unit 7093 *Plan for delivery of learning sessions for adults* or Unit 29689 *Design and prepare adult learning sessions for a variety of contexts.*

- 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.

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

Learning session is a learning or training event that can be part of a course or programme of learning, 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.

Good practice criteria may include but are not limited to – positive engagement with learner(s) and colleagues, variation of teaching or training methodologies, cohesion in the programme, programme based on learner needs, opportunities for learner interaction, thorough preparation, clear instructions and expectations, negotiated learning session content, assessment and moderation processes, teacher or trainer behaviour and attitudes which may include but is not limited to – respect for the learner as an adult, reflection, self-evaluation, fairness*;*

Quality assurance means a process of monitoring assessment to ensure that it is valid, consistent, fair and sufficient and supports equitable outcomes for all learners. Depending on the context, it may also be called moderation, verification, validation, audit, or other similar terms.

Stakeholders refer to learners, as well as the tutor/ trainer, provider, and/or client organisation(s).

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 29693. These may include recording/documentation of:

- Documented professional discussions
- Reflective log/comments
- Written answers
- Action plan.

Evidence and Judgement Guidance

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Assessment Requirements:

- Evidence of evaluation of three different learning sessions delivered by the candidate. The sessions may be part of a programme of learning but must each have their own clearly defined outcomes and each session must be able to stand alone.
- Evidence of using at least three different review tools across the three sessions.
- Evidence must include feedback from quality assurance and other stakeholders and must address at least three examples of criteria for good practice.

Outcome 1: Review, evaluate and identify areas of improvement for own adult education teaching practice.

Outcome statement	Evidence for achievement	Judgement for achievement

Evidence requirements
 	
1.1   Delivery of adult learning sessions is evaluated in accordance with organisational needs, using a variety of review tools.
 	
Range
review tools may include but are not limited to – questionnaire, stakeholder (including learner)
	Evidence confirms
	
	1.1 Review tools with written summaries/documented discussion
		Evidence confirms
		
		1.1 Three sets of review tools, as specified in range, used for each of the three different sessions with provision/demonstration of the following
		   • Alignment of review tools with the learning outcomes and/or the organisation's needs.
		   • Documented feedback received from quality assurance and other stakeholders.

feedback, self-evaluation, focus group, observation, assessment results; evidence of three different review tools.			• An accurate summary of the information collected from the review tools.
1.2 Own practice is reviewed against feedback received and criteria for good practice to identify areas of improvement for own teaching or training practice. *Range* feedback from quality assurance, other stakeholders; criteria for good practice may include but are not limited to – positive engagement with learner(s) and colleagues, variation of teaching or training methodologies, cohesion in the programme, programme based on learner needs, opportunities for learner interaction, thorough preparation, clear instructions and expectations, negotiated learning session content, assessment and moderation processes, teacher or trainer behaviour and attitudes which may include but is not limited to – respect for the learner as an adult, reflection, self-evaluation, fairness; a minimum of three examples of criteria for good practice.	1.2 Evidence includes: • Feedback received from quality assurance and other stakeholders. The documents may vary here. • A document in which the candidate compares their results to good practice criteria to identify areas of improvement.	1.2 The feedback received is analysed so that the candidate identifies at least three areas they may need to work on that align with good practice criteria. If there are no improvements suggested by stakeholders, the candidate must identify three areas of self-improvement.
1.3 An action plan is developed to address identified areas for improvement of own teaching or training practice. *Range* action plan includes – timeframes.	1.3 An action plan that includes areas for improvement based on the good practice criteria.	1.3 The action plan outlines timeframes and information needed for the candidate to achieve good practice behaviours as outlined in the range for outcome 1.2. The action plan must also meet the organisation's needs and be plausible and realistic in terms of costs and timeframes.