NZQA Assessment Support Material

Unit standard	7093				
Title	Plan for delivery of learning sessions for adults				
Level	4	Credits	10	Version	5

GUIDELINES FOR ASSESSORS

ASSESSOR INFORMATION

People credited with this unit standard are able to identify learning outcomes and select content in order to plan learning sessions for delivery to adults.

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.
- Candidates must produce evidence of planning at least three different learning sessions in their own subject disciplines. Each learning session must be at least 30 minutes teaching or training time in duration.

General Information

- This unit standard has been developed primarily for assessment within programmes leading to 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/assessing 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 (DHBs). Candidates are responsible for organising access to training/assessing opportunities.

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

- The developed plans can be used in assessment of unit standards 29692 *Deliver learning sessions for adults* and 29693 *Review, evaluate and identify areas of improvement for own adult education teaching practice.* Integration of unit standards 7093, 29692 and 29693 is encouraged.

Definitions

Some of the terms used in the standard that the candidate needs to be familiar with include:

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

Contextualised learning is when subject matter is related to real world situations relevant to the learners.

Delivery of learning sessions includes formative and summative assessment.

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

Learner needs include those related to building language, literacy and numeracy; and may include those related to meeting the needs of youth, Māori and Pasifika

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.

Plan is part of designing for learning. Depending on the context, planning may build on existing plans and resources to meet learner needs.

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. Quality assurance activities may include but are not limited to – combinations of discussion with and observations of assessors, meetings of assessors, analysis of assessment documents and materials and assessor decisions.

Stakeholders refer to the tutor/ trainer, learners, 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 7093. These must include at least three lesson plans and may include:

- Documented professional discussion
- Documentation (e.g. logbook, diary notes, electronic data capture)
- Examination of completed documentation
- Professional conversation
- Questioning/discussion (which needs to be captured in some form)
- Written/oral questioning with documented or recorded answers.
- Attestation from senior academic peer (see example on following page).

Evidence and Judgement Guidance

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Assessment Requirements:

To meet the requirements of the standard, the candidate must provide evidence of planning at least three different learning sessions in their own subject disciplines. Each learning session must be at least 30 minutes teaching or training time in duration.

Outcome 1: Identify learning outcomes for adult learning sessions.

Outcome statement	Evidence for achievement	Judgement for achievement
Evidence requirements 1.1 Learning outcomes for the learning sessions are identified in accordance with stakeholders' requirements.	1.1-1.2 Written learning outcomes, and evidence of stakeholder requirements (which could be attestation, job description, competency requirements, etc.).	*Evidence confirms* 1.1-1.2 Learning outcomes: • contain observable, measurable performance statements and are achievable within the planned time frame • are matched to the topic, the needs of the trainees and/or their organisation.
1.2 Identified learning outcomes are achievable within the specified timeframes of the learning sessions and include observable and measurable statements of performance.	1.2-1.3 Description of target group (which may be included in the lesson plans or separately).	1.2 Target group and any particular learning needs, including language, literacy and numeracy, are identified; they may include those related to meeting the needs of youth, Māori and Pasifika.

		1.3	Learning context is described.
1.3	Anticipated learning needs of the learners are identified in accordance with the learning outcomes and demands of the learning sessions.		

Outcome 2: Select adult learning session content.

Outcome statement	Evidence for achievement	Judgement
Evidence requirements		*Evidence confirms*
2.1 The learning session content is selected to match defined learning outcomes, level(s) of learner competency, learner needs, and available time and resources.	2.1-2.2 Lesson plans with any learning material provided to learners. This includes: • Handouts • Assessment materials • Evaluation feedback forms for trainees, peer, and trainer.	2.1 Subject content is matched to learning outcomes and learner needs, including language, literacy and numeracy; and may include those related to meeting the needs of youth, Māori and Pasifika.
2.2 The selected content for each learning session is sequenced to facilitate the achievement of learning outcomes.		2.2 Subject content is sequenced logically so that the outcomes can be achieved within the planned timeframe.

Outcome 3: Plan delivery processes of adult learning sessions.

Outcome statement	Evidence for achievement	Judgement
Evidence requirements		*Evidence confirms*
3.1 The anticipated learner needs are accommodated in the planned delivery processes.	3.1-3.7 Lesson plans, any learning material provided to learners, and attestation by a senior person in the candidate's organisation. Learning materials include: • Handouts • Assessment materials	3.1 Delivery processes and methods support the achievement outcomes and align with target group needs, taking into account any special training needs, and accommodating a range of learning styles. Delivery methods may also include: • introduction • explanation/demonstration • learner involvement/interaction/practice

	• Evaluation feedback forms for trainees, peer, and trainer.	• reinforcement/consolidation • time frame.
3.2 Delivery processes are planned to enable contextualised learning and the achievement of learning outcomes.		3.2 Details of what the trainer and the trainees are doing at relevant stages in the learning session plan.
3.3 Assessment is planned, and assessment activities are selected to measure learners' performance against learning outcomes and comply with quality assurance requirements *Range* includes – formative assessment, opportunities for learner self-reflection; may include – summative assessment, literacy and numeracy diagnostic tool assessment.		3.3 Assessment activities are matched to learning outcomes - formative as a minimum.
3.4 Availability of resources that match the planned delivery processes and assessment methods is confirmed. *Range* includes but is not limited to – physical resources, tutor/trainer capability; may include – financial resources.		3.4 Resources and facilities required for each session are matched with the content, delivery methods, learning styles and assessment activities with a minimum of three different learning resources being included in each plan.
3.5 Planning includes provision for learners to reflect on their learning experience in accordance with the learning outcomes. *Range*		3.5 Delivery methods include reinforcement and consolidation of learning in which the learner can reflect on their progress towards meeting the learning outcomes.

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reflection may include but is not limited o – practising, giving and receiving feedback.		
3.6 Review and evaluation of learning sessions is planned and documented to meet stakeholder requirements. *Range* self-review, stakeholder feedback.		3.6 Details of how the training will be evaluated by: • the learners, • a teaching peer/supervisor/observer with qualifications or equivalent knowledge and skills in Adult Education and Training • the teacher/trainer.
3.7 Quality assurance requirements for learning sessions are planned and documented to meet stakeholder		3.7 Any quality assurance requirements of the candidate's organisation are included in the plans.

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 an example of an 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 relevant 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