NZQA Assessment Support Material

Unit standard	29691				
Title	Facilitate adult learning sessions using adult teaching and learning theories and frameworks				
Level	5	**Credits**	20	**Version**	1

GUIDELINES FOR ASSESSORS

ASSESSOR INFORMATION

People credited with this unit standard are able to use adult teaching and learning theories and frameworks to facilitate learning sessions for diverse adult learners.

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 familiar with the outcomes 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 four different observed and documented 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 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 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 programmes, and district health boards. Candidates are responsible for organising access to training opportunities.

- A candidate who has already completed learning session designs for Unit 29689, *Design and prepare adult learning sessions for a variety of contexts*, may use the same designs for this unit also.

- Prior to this assessment all candidates must have had sufficient training opportunities to become familiar with adult teaching and learning theories, and how they can be applied in specified teaching contexts.

- The assessor will hold an appropriate adult education qualification (see CMR 045). The observer will have appropriate skills and knowledge.

Definitions

Adult teaching and learning theories refer to models and philosophies that create positive learning environments for adults in different learning contexts. Different learning contexts may refer to different physical settings (including workplace/industry specific), approaches to facilitation, or learner profile.

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

Effective learning interactions involve learners actively participating, collaborating, and interacting in the learning session. They are distinctive from presentations in that learning is facilitated through interaction.

Embedded Literacy and Numeracy refers to the explicit teaching and learning of literacy and numeracy within the context and tasks within another, usually vocational, subject or skill. It involves developing learning sessions to match the needs of the learner with the literacy and numeracy demands of the training programme and uses interactive activities. Specific examples of interactive activities include:

- Teaching quantities and ratios in hairdressing by using everyday items and demonstrates how these can be divided.
- Extending vocabulary in a subject area using card sorts.

Engaging learning sessions means that a positive, culturally safe, and inclusive learning environment is created and maintained through building, managing and monitoring effective learning interactions.

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, 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.

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.

During the assessment, assessors must also ensure the following:

- All professional discussions undertaken for assessment purposes remain confidential
- 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 29691. These may include recording/documentation of:

- Written answers
- Documented professional discussions
- Reflective log/comments
- Learning session plans
- Learner feedback sheets
- Observation sheets for learning sessions.

Evidence and Judgement Guidance

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Assessment Requirements:

- The assessment will involve four different learning sessions which must, between them, cover 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.

Outcome 1: Demonstrate knowledge of adult teaching and learning theories and frameworks in New Zealand.		
Outcome Statement	**Evidence for Achievement**	**Judgements for Achievement**

Evidence requirements
 	
 1.1 A range of adult teaching and learning theories and frameworks are compared and contrasted in relation to different learning contexts.
 	
 Range
 A minimum of three adult teaching and learning theories; frameworks include – Māori and Pasifika learning frameworks, the Learning Progressions for Adult Literacy and Numeracy; and may also include – workplace/industry specific, international frameworks relevant to the context; different learning contexts may
	1.1 Written descriptions or documented discussions which:
	 • compare and contrast adult teaching and learning theories and frameworks.
	 • outline delivery contexts.
		Evidence confirms:
		
		 1.1 Provision/demonstration of the following:
		
		 • A minimum of three learning theories are compared and contrasted.
		 • Frameworks include:
		   o Māori Learning
		   o Pasifika Learning
		   o Learning Progressions for Adult Literacy and Numeracy.
		 • Strengths and weaknesses of each theory and/or framework are identified and discussed.
		 • Clear explanations on how theories and frameworks impact on facilitation and guide

include but are not limited to – Māori, Pasifika, youth.		the candidate to make effective choices relevant to their context.
1.2 Embedding of literacy and numeracy into the learning sessions is described in relation to the Learning Progressions for Adult Literacy and Numeracy framework.	1.2 Written descriptions or documented discussions with examples of embedded literacy and numeracy in learning sessions. May also include learning session plans for assessed lessons.	1.2 Provision/demonstration of the following: • Learner profiles and the demands/needs of the training are identified. This could include: 　o Learner background 　o Cultural context • Demands of the learning sessions is matched to the profile of the learner. • Embedded activities matching the progression steps of the trainees.

Outcome 2: Facilitate adult learning sessions.

Outcome Statement	Evidence for Achievement	Judgements for Achievement
Evidence requirements 2.1 Learning sessions are facilitated in accordance with adult teaching and learning theories and frameworks. 2.2 A variety of teaching or training strategies and appropriate technologies and resources are used to facilitate engaging learning sessions.	2.1-2.7 Observer and learner feedback; written and/or documented verbal evidence to support delivery of planned sessions. This must include: • Learning session plans • Observation sheets • Learner feedback sheets from each session.	*Evidence confirms*: 2.1-2.2 Provision/demonstration of the following: • At least four learning session plans • At least four signed observation sheets • Learner feedback sheets from each session (a minimum of six feedback sheets, overall, across the four sessions). • Use of a range of teaching or training strategies, technologies and resources which show application of theories and frameworks.
2.3 Learning sessions and assessment are delivered in line with the learning outcomes and design of the learning sessions.		2.3 Provision/demonstration of the following: • Facilitation strategies ensure the environment is safe and inclusive • Learning outcomes are used that are measurable and observable • Learning sessions are sequenced • Learning sessions are learner centred and interactive

Outcome Statement	Evidence for Achievement	Judgements for Achievement
		• Assessment methods are valid, clear and varied.
2.4 Literacy and numeracy activities and resources embedded in the learning sessions are aligned to the learners' needs and the learning session content.		2.4 Provision/demonstration of the following: • Learning session plans for each of the four assessed lessons include embedded/targeted activities to promote literacy and numeracy within the subject context. • Embedded literacy and numeracy activities meet learner needs and session content.
2.5 Facilitation strategies are adapted to environment, conditions and context.		2.5-2.7 Facilitation is contextualised and actively promotes problem solving and critical thinking to enable application to different contexts.
2.6 Facilitation of learning is contextualised and promotes transferability to different environments.		
2.7 Critical thinking, and problem solving are promoted in ways that enable development of learner independence.		

Outcome 3: Evaluate effectiveness of learning sessions.

Range: evaluation includes collaboration with stakeholders.

Outcome Statement	Evidence for Achievement	Judgements for Achievement
Evidence requirements		*Evidence confirms*
3.1 Review tools are used to confirm effectiveness of learning session facilitation strategies, assessment methods, content, resources, and activities. *Range* Review tools may include but are not limited to – questionnaire, stakeholder	3.1 A range of evaluation of tools, as specified in the outcome statement, which must include collaboration with stakeholders.	3.1 Provision/demonstration of the following: • Evaluation tools should include learner, observer and self-evaluation • They may include focus group, clients, stakeholders and supporting documentation (moderation reports) • Review tools must include effectiveness of facilitation relating to:

feedback, self-evaluation, focus group, observation, moderation reports; minimum of three different tools; Effectiveness of facilitation includes – learner achievement of learning outcomes, ability to perform tasks, and may include – transferability and repeatability of skills.		○ Learner achievement of learning outcomes ○ Ability of learner to perform tasks • They may include transferability and repeatability of skills.
3.2 Improvements for future learning sessions are planned that reflect the analysis of evaluation findings.	3.2 Analysis of the review; action plan for refinement of delivery of sessions.	3.2 Provision/demonstration of the following: • Analysis identifies those areas requiring improvement. • Action plan reflects necessary changes identified by learner and facilitator.

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 delivering 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