Title | Deliver learning opportunities for adults that promote transfer of competence into new contexts
---|---
Level | 5
Credits | 8

Purpose
This unit standard is intended primarily for people with experience in adult education and training who are involved in assisting learners to develop competence suitable for transfer into new contexts.

People credited with this unit standard are able to: prepare to deliver learning opportunities for adults that promote the transfer of competence into new contexts; deliver learning opportunities that promote the transfer of competence into new contexts; ensure transfer considerations are incorporated into assessment methods; and review effectiveness of learning opportunities and assessment methods that promote transfer of competence into new contexts.

Classification | Adult Education and Training > Delivery of Adult Education and Training

Available grade | Achieved

Guidance Information

1 Definitions
Candidate refers to the educator seeking credit for this unit standard. Competence in this unit standard refers to the skills, knowledge, and other attributes required to achieve in a particular context. Context in this unit standard refers to different environments. Contexts may be determined by such factors as – culture, gender, age, work environment, organisational norms. Learner(s) in this unit standard refers to the person(s) to whom the candidate is delivering learning opportunities. Learning opportunities include situations for acquiring skills, knowledge, other attributes, and learning habits. Learning session is defined as a learning or training event that can be part of a course, 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. Organisational requirements refer to the policies, procedures and reporting requirements of the employer and/or client organisation. Other attributes refer to attitudes, personal qualities and behaviours; and, together with relevant skills and knowledge, they are what are needed to achieve a task or meet the needs of a particular situation.
A real situation refers to a situation that has not been artificially created for assessment purposes. Stakeholders refer to the learner, and may also include managers, supervisors, and colleagues. Transfer is the process of adapting existing skills, knowledge, and other attributes, and applying them competently in new contexts.

2 This unit standard is a companion to Unit 21982, Facilitate the transfer of existing competence into new contexts for adult trainees, for mentor/supervisor roles. Both these unit standards recognise that people themselves bear the responsibility for adapting and applying their skills, knowledge, and other attributes competently to new contexts, but that educators and mentors/supervisors can assist by making the learner aware of the need for transfer and/or by providing opportunities for effective transfer of competence into new contexts.

3 Assessment against this unit standard must be on the basis of evidence of demonstrated and repeatable performance in a real situation, which may include but is not limited to off-job and on-job events from the learner’s perspective.

4 Assessment against this standard is subject to compliance with the Health and Safety in Employment Act 1992, Privacy Act 1993, and organisational requirements.

5 Range Evidence of the preparation, delivery, assessment, and review of three different learning sessions of at least 30 minutes learning time per session is required for this unit standard.

Outcomes and performance criteria

Outcome 1

Prepare to deliver learning opportunities for adults that promote the transfer of competence into new contexts.

Range promotion of transfer includes but is not limited to – using examples followed by theory and then practice, encouragement of self-directed learning and self-reflection, relevance to and practice in a variety of appropriate contexts, interaction with learner and/or other stakeholders.

Performance criteria

1.1 Content of current learning opportunities is analysed to determine its effectiveness for promotion of transfer of competence and is adjusted as necessary.

1.2 Delivery methods are analysed to determine their effectiveness for the promotion of transfer of competence and are adjusted as necessary.
Outcome 2

Deliver learning opportunities that promote the transfer of competence into new contexts.

Performance criteria

2.1 Agreement is established with learners at the commencement of the learning opportunities.

Range may include but is not limited to agreement to – learning process, learning objectives, change, partnership.

2.2 Goals are set with learners that incorporate self-directed learning outcomes and expectations.

2.3 Links to likely future contexts and/or experiences are identified in terms of skills, knowledge, and attribute requirements.

2.4 Learning opportunities incorporate conditions that reflect likely future contexts.

2.5 Learning opportunities include relevant problem-based methods and/or situations.

2.6 Learning opportunities incorporate self-directed learning, reflective self-evaluation, and interaction with other stakeholders.

Outcome 3

Ensure transfer considerations are incorporated into assessment methods.

Performance criteria

3.1 Current assessment methods are analysed to determine their effectiveness for promoting transfer into new contexts.

Range assessment methods that promote transfer may include but are not limited to – assessment in relevant contexts, problem-based assessment, reflective self-evaluation.

3.2 Assessment methods are amended (where required) to promote transfer into new contexts.

Outcome 4

Review effectiveness of learning opportunities and assessment methods that promote transfer of competence into new contexts.

Performance criteria

4.1 Stakeholder feedback on learning opportunities and assessment methods is sought and analysed to determine effectiveness for promoting transfer.
4.2 Any amendments to learning opportunities and assessment methods are made (where required) to improve their effectiveness in promoting transfer of competence into new contexts.

This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.

<table>
<thead>
<tr>
<th>Process</th>
<th>Version</th>
<th>Date</th>
<th>Last Date for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>1</td>
<td>30 March 2006</td>
<td>31 December 2015</td>
</tr>
<tr>
<td>Review</td>
<td>2</td>
<td>18 June 2010</td>
<td>31 December 2020</td>
</tr>
<tr>
<td>Rollover and Revision</td>
<td>3</td>
<td>20 March 2014</td>
<td>31 December 2020</td>
</tr>
<tr>
<td>Review</td>
<td>4</td>
<td>28 September 2017</td>
<td>31 December 2020</td>
</tr>
</tbody>
</table>

Consent and Moderation Requirements (CMR) reference 0045