

<b>Title</b>	<b>Develop an adult literacy and numeracy plan for learners with diverse needs</b>		
<b>Level</b>	<b>6</b>	<b>Credits</b>	<b>6</b>

<b>Purpose</b>	<p>This unit standard is for people with expertise in adult literacy and/or numeracy education, whose prime purpose is to improve the literacy and numeracy of learners in a range of settings: training, educational, community or workplace.</p> <p>People credited with this unit standard are able to: describe the principle characteristics and learning difficulties of adult literacy and numeracy learners with diverse needs in Aotearoa New Zealand; explain professional writing that addresses specific literacy and numeracy difficulties that may be applied to identified groups of learners with diverse needs in Aotearoa New Zealand; and develop a plan to effectively address the literacy or numeracy needs and learning difficulties of two learners.</p>
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<b>Classification</b>	Adult Education and Training > Adult Literacy and Numeracy Education
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<b>Available grade</b>	Achieved
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### Explanatory notes

- For the purposes of this unit standard, the domain Adult Literacy and Numeracy Education includes design, delivery, assessment, and evaluation.
- Learning Progressions for Adult Literacy* (Tertiary Education Commission, 2008), *Learning Progressions for Adult Numeracy* (Tertiary Education Commission, 2008), and supporting professional development resources should be referred to within the context of this unit standard.
- Definitions**

*Learners with diverse needs* refer to learners with – physical challenges, learning difficulties, alternative socio-cultural systems, adverse learning histories.

*Learning outcomes* refer to those outcomes informed by assessment results and observation. These outcomes are agreed by stakeholders, which include but are not limited to learner and candidate.

*Learning activities* refer to opportunities between educators and learners, or learners and learners, to apply teaching methods and use resources which promote new or enhanced understanding of concepts.

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## Outcomes and evidence requirements

### Outcome 1

Describe the principle characteristics and learning difficulties of adult literacy and numeracy learners with diverse needs in Aotearoa New Zealand.

#### Evidence requirements

1.1 Principle characteristics of two groups of adult literacy, and numeracy learners with diverse needs are described in terms of their learning needs and demands.

Range characteristics may include but are not limited to – learning histories; cultural approaches to learning reading, writing and numeracy, learners with spiky learning profiles.

1.2 Learning difficulties of two groups of adult literacy and numeracy learners with diverse needs are described in terms of their effect on the learners' literacy and numeracy.

Range learning difficulties may include but are not limited to – dyslexia, dyspraxia, dyscalculia, maths anxiety, poor short-term memory, post traumatic stress disorder, intellectual, mental disability, brain injury.

### Outcome 2

Explain professional writing that addresses specific literacy and numeracy difficulties that may be applied to identified groups of learners with diverse needs in Aotearoa New Zealand.

Range professional writing may include but is not limited to – learning theories, principles, philosophies, proven best practice; evidence of two pieces of professional writing for each identified group; evidence of three identified groups.

#### Evidence requirements

2.1 Professional writing is explained to effectively address the learning difficulties of diverse groups of adult literacy and numeracy learners.

Range learning difficulties may include but are not limited to – dyslexia, dyspraxia, dyscalculia, maths anxiety, poor short-term memory, post traumatic stress disorder, intellectual, mental disability, brain injury.

2.2 Professional writing is explained in relation to effectively addressing the specific literacy and/or numeracy difficulties of the identified groups of learners.

**Outcome 3**

Develop a plan to address the literacy or numeracy needs and learning difficulties of two learners.

**Evidence requirements**

- 3.1 The plan is based on evidence gained from published research.
- 3.2 The plan is described in terms of addressing the literacy or numeracy needs, and learning difficulties of the learners in a way which enables learner success.
- 3.3 Plan includes processes that allow for the development of learners' independent learning strategies.

Range plan must include but is not limited to – agreed learning outcomes and timeframes, adult contextualised learning activities, assessment processes and interpretation of assessment findings, evaluation processes, a variety of teaching strategies, and resources.

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

**Status information and last date for assessment for superseded versions**

Process	Version	Date	Last Date for Assessment
Registration	1	15 April 2011	31 December 2018
Rollover and Revision	2	20 June 2013	31 December 2018
Review	3	15 September 2016	31 December 2018

**Consent and Moderation Requirements (CMR) reference**

0045

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

**Please note**

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

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**This unit standard is expiring**