Title	Implement an independent project in adult literacy and numeracy education		
Level	6	Credits	10

Purpose	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. People credited with this unit standard are able to: plan a project to enhance adult literacy and/or numeracy education in Aotearoa New Zealand; implement the project and analyse the outcomes and impact of the project to enhance adult literacy and/or numeracy education in Aotearoa; and disseminate the results of the project to stakeholders.

Classification	Adult Education and Training > Adult Literacy and Numeracy Education

Available grade	Achieved

Explanatory notes

1   For the purposes of this unit standard, the domain Adult Literacy and Numeracy Education includes design, delivery, assessment, and evaluation.

2   *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.

3   The topic and purpose of the independent project to enhance adult literacy and/or numeracy education in Aotearoa New Zealand are selected by the candidate.

4   Definitions
     Stakeholders refer to both internal and external people who are involved in the project.
     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.
     Current practice refers to the teaching practice at the present time; and may be described by the candidate in terms of their current teaching context.

Best practice refers to an agreed research- based view of what adult literacy and numeracy practitioners should know and be able to do.
Emerging practice refers to newly published research and pedagogy in adult literacy and numeracy education.

Outcomes and evidence requirements

Outcome 1

Plan a project to enhance adult literacy and/or numeracy education in Aotearoa New Zealand.

Evidence requirements

1.1   Topic and purpose are selected and justified in terms of addressing the needs of learners or the needs of an organisation.

      Range   justification may include but is not limited to – theoretical perspective, research, workplace, community or personal contexts, teaching related practices.

1.2   Project outcomes are described to address the selected purpose.

1.3   Specialised knowledge is reflected in the purpose of the project and learning outcomes.

      Range   specialised knowledge includes but is not limited to – evidence of analysis of research and development, solutions to both concrete and abstract issues.

1.4   Scope of the project is defined in the plan, and exclusions in the project scope are identified.

      Range   scope includes and may include but is not limited to – timeframe, ethical considerations, resources, supervisors.

1.5   Influences on the plan are explained and justified.

      Range   influences may include but are not limited to – a published literature review, current practice, best practice, emerging practice.

1.6   Information and resources are identified in terms of their relevance to the topic, purpose and learning outcomes.

      Range   information and resources must include e-learning and information communication technology; and may include but are not limited to – stakeholder consultation, theoretical perspectives, workplace, community or personal contexts, teaching related practices; evidence of ten pieces of information and/or resources.

Outcome 2

Implement the project and analyse the outcomes and impact of the project to enhance adult literacy and/or numeracy education in Aotearoa.

Evidence requirements

2.1   Implement the project in accordance with the plan.

2.2   Outcomes of the project show solutions to both concrete and abstract issues.

2.3   The impact of the project is analysed in accordance with the identified area or need.

2.4   Conclusions are drawn that are valid in relation to the impact.

         Range   conclusions may include but are not limited to – recommendations, decisions, identification of issues.

Outcome 3

Disseminate the results of the project to stakeholders.

Evidence requirements

3.1   The results of the project are reported to identified stakeholders for feedback.

Range   dissemination must include a report, and an oral presentation in a professional setting, which may include but is not limited to – workshop, seminar.

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.