

Title	Develop a plan to embed adult literacy and numeracy skills development within training and/or education programmes		
Level	6	Credits	6

Purpose	<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 embedded literacy and numeracy provision, and develop a plan to embed literacy and numeracy skills development within training and/or education programmes.</p>
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Classification	Adult Education and Training > Adult Literacy and Numeracy Education
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Available grade	Achieved
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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 **Definitions**
Embedded literacy and numeracy provision refers to the teaching and learning of literacy and numeracy within the context and tasks of another subject or skill eg panel-beating.
Programmes refer to a planned and co-ordinated sequence of study to achieve a specified aim. A programme is often made up of separate or linked courses.
Organisational context refers to industry training organisations, institutes of technology, polytechnics, private training establishments, ngā wānanga, community, or the workplace.
Stakeholder refers to both internal and external people who are involved in the organisation.
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.

Diagnostic (assessment) refers to an assessment done to identify possible strengths and weaknesses of individual students. It is used to inform teaching programmes. It may be broad or specific and can take place at any time in a programme.

Formative (assessment) refers to the activities undertaken on an on-going basis during a course or programme intended to provide feedback on progress to the learner and the educator.

Summative (assessment) refers to an assessment done at the end of an identified group of learning activities to establish learner achievement and to inform programme development.

Outcomes and evidence requirements

Outcome 1

Describe embedded literacy and numeracy provision.

Evidence requirements

- 1.1 Current research viewpoints and definitions of embedded literacy and numeracy provisions are described.
- Range evidence of two current research viewpoints.
- 1.2 Key principles and characteristics of effective embedded literacy and numeracy provision are outlined.
- 1.3 Embedded literacy and numeracy programmes are distinguished from non-embedded literacy and numeracy programmes.
- Range programmes may include but are not limited to – support, adjunct, contextualised.
- 1.4 The implications for the provider of an embedded literacy and numeracy programme are described in terms of organisational context.
- Range implications may include but are not limited to – learning outcomes, lesson planning, teaching and learning resources including time, organisational features, professional development.
- 1.5 Three different approaches to embedded literacy and numeracy provision are described in terms of organisational context.
- Range approaches may include but are not limited to – team work, team teaching, resource development, session planning, delivery.

Outcome 2

Develop a plan to embed literacy and numeracy skills development within training and/or education programmes.

Range programmes are in two different subject or skill areas.

Evidence requirements

2.1 Plan includes reasons for choosing an embedded literacy and numeracy programme.

Range reasons include but are not limited to – findings from internal and external stakeholder consultation, response to strategic government documents, organisational capacity.

2.2 Plan includes a profile of learners, described in terms of requisite vocational or subject competencies, and literacy and numeracy competencies.

2.3 Plan includes the processes used to embed literacy and numeracy in programme delivery to meet the literacy and numeracy needs of the learners, and the demands of the programme outcomes.

2.4 Plan integrates assessment of literacy and numeracy outcomes into the assessment of content outcomes of the programme.

Range diagnostic, formative and summative assessment.

2.5 Plan includes an evaluation of the embedding process in terms of the effectiveness of literacy and numeracy education within the context of the delivery of another subject.

Range embedding process includes – assessment processes, time, development of learning and teaching resources, learning and teaching approaches, educator support and professional development, and organisational capacity.

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
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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.

This unit standard is expiring