

<b>Title</b>	<b>Facilitate learning sessions for adults</b>		
<b>Level</b>	<b>4</b>	<b>Credits</b>	<b>14</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to prepare and facilitate learning sessions for adult learners.</p> <p>This unit standard has been developed as part of a recommended pathway to the New Zealand Certificate in Adult and Tertiary Teaching (Level 4) [Ref: 2746].</p>
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<b>Classification</b>	Adult Education and Training > Delivery of Adult Education and Training
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<b>Available grade</b>	Achieved
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### Guidance Information

- 1 **Range**  
Evidence of the facilitation of three different learning sessions is required for this unit standard. Each session must be at least 30 minutes duration. Each session must be observed by someone with appropriate knowledge of adult education and training in the facilitation context, this could be the assessor.
- 2 The plan referred to in this unit standard may come from that created for Unit 7093, *Plan for facilitation of learning sessions for adults*.
- 3 Candidates must act professionally, ethically, and with culturally appropriate educational practices during assessment against this standard. This will include compliance with relevant legislation and organisational requirements. Legislation may include the:  
Health and Safety at Work Act 2015,  
Privacy Act 2020,  
Human Rights Act 1993,  
Copyright Act 1994,  
Children's Act 2014,  
and any subsequent amendments.
- 4 **Definitions**  
*Candidate* is the person who is being assessed against this standard.  
*Facilitate learning sessions* includes assessment.  
*Learner* is the person who the candidate is providing learning opportunities for.  
*Learner-centred adult learning principles* may include – self-motivation, autonomy, reflection, own goal-setting, negotiation, self-assessment.

*Diversity of learners* refers to considerations related to building language, literacy and numeracy.

*Learning session* is a learning event that can be part of a course or workplace learning 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 provider and/or client organisation.

*Moderation* means a process of monitoring assessment to ensure that it is valid, consistent, fair and sufficient and supports equitable outcomes for all learners. Depending on the context, it may also be called quality assurance, verification, validation, audit, consistency review, or other similar terms. Moderation activities may include combinations of discussion with and observations of assessors, meetings of assessors, analysis of assessment documents and materials and assessor decisions.

## Outcomes and performance criteria

### Outcome 1

Prepare learning sessions for adults.

#### Performance criteria

- 1.1 Supporting material that assists achievement of the learning outcomes in accordance with the plan is prepared.
- Range includes but is not limited to – plan, venue details, resources, evaluation material.
- 1.2 Barriers to learning and differences in contexts are prepared for.
- Range may include but is not limited to barriers such as literacy and numeracy; external barriers such as venue, classroom dynamics.
- 1.3 Stakeholder and moderation requirements are met through the learning plans used.

### Outcome 2

Facilitate learning sessions for adults.

#### Performance criteria

- 2.1 A learner-centred environment is created that is culturally appropriate, inclusive and meets the diverse needs of the learners.
- Range learner-centred environment may include but is not limited to – learner participation, resource availability, pace of delivery, two-way communication, monitoring progress, managing distractions and behaviours, assessment opportunities.

- 2.2 Learning outcomes, sequence of learning activities, intended assessment processes, and any potential post-session application of learning are provided to learners in accordance with the plan.
- 2.3 A range of learner-centred adult learning principles and processes are used to achieve learning outcomes and address diversity of learners in accordance with the plan.
- 2.4 Assessment methods are used that measure learners' achievement of the learning outcomes of the session in accordance with the plan.
- Range includes – formative assessment;  
may include – summative assessment.
- 2.5 Review and evaluation during and after each learning session are carried out in accordance with the plan.
- Range includes seeking, reflecting on, and responding to stakeholder feedback. Stakeholders must include learner(s) and may include supervisor, management, trainer, and assessor.

<b>Replacement information</b>	This unit standard replaced unit standard 19444.
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<b>Planned review date</b>	31 December 2027
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#### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	19 January 2017	31 December 2023
Review	2	30 June 2022	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0045
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

#### Comments on this unit standard

Please contact Toitū te Waiora Community, Health, Education and Social Services Workforce Development Council [info@toitutewaiora.nz](mailto:info@toitutewaiora.nz) if you wish to suggest changes to the content of this unit standard.