

Title	Plan for facilitation of learning sessions for adults		
Level	4	Credits	10

Purpose	<p>People credited with this unit standard are able to identify learning outcomes and select content in order to plan learning sessions for facilitation to adults.</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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Classification	Adult Education and Training > Design and Development of Adult Education and Training
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Available grade	Achieved
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Guidance Information

- 1 **Range**
Evidence of planning three different learning sessions is required for this unit standard. Each learning session must be at least 30 minutes teaching time in duration.
- 2 This standard underpins Unit 29692, *Facilitate learning sessions for adults*.
- 3 Candidates must act professionally, ethically, and with cultural sensitivity 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 2000,
 - 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.

Contextualised learning is when subject matter is related to real world situations relevant to the learners.

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

Facilitation of learning sessions includes assessment.

Learner is the person who the candidate is providing learning opportunities for.

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.

Plan is part of designing for learning. Depending on the context, planning may build on existing plans and resources to meet the anticipated diversity of learners.

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 reviews, or other similar terms. Moderation activities may include but are not limited to – combinations of discussion with and observations of assessors, meetings of assessors, analysis of assessment documents and materials and assessor decisions.

Stakeholders refer to the tutor, learners, provider, and/or client organisation(s).

Outcomes and performance criteria

Outcome 1

Identify learning outcomes for adult learning sessions.

Performance criteria

- 1.1 Learning outcomes for the learning sessions are identified in accordance with stakeholders' requirements.
- 1.2 Identified learning outcomes are achievable within the specified timeframes of the learning sessions and include observable and measurable statements of performance.
- 1.3 Anticipated diversity of learners is identified in accordance with the learning outcomes and demands of the learning sessions.

Outcome 2

Select adult learning session content.

Performance criteria

- 2.1 The learning session content is selected to match defined learning outcomes, level(s) of learner competency, diversity of learners, and available time and resources.
- 2.2 The selected content for each learning session is sequenced to facilitate the achievement of learning outcomes.

Outcome 3

Plan facilitation processes of adult learning sessions.

Performance criteria

3.1 The anticipated diversity of learners is accommodated in the planned facilitation processes.

3.2 Facilitation processes are planned to enable contextualised learning and the achievement of learning outcomes.

3.3 Assessment is planned and assessment activities are selected to measure learners' performance against learning outcomes and comply with moderation requirements.

Range includes – formative assessment, opportunities for learner self-reflection;
 may include – summative assessment, literacy and numeracy diagnostic tool assessment.

3.4 Availability of resources that match the planned facilitation processes and assessment methods is confirmed.

Range includes but is not limited to – physical resources, tutor/trainer capability;
 may include – financial resources.

3.5 Planning includes provision for learners to reflect on their learning experience in accordance with the learning outcomes.

Range reflection may include but is not limited to – practising, giving and receiving feedback.

3.6 Review and evaluation of learning sessions is planned and documented to meet stakeholder requirements.

Range self-review, stakeholder feedback.

3.7 Moderation requirements for learning sessions are planned and documented to meet stakeholder requirements.

Planned review date	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	28 May 1996	31 December 2015
Review	2	18 December 2002	31 December 2015
Review	3	18 June 2010	31 December 2023
Rollover and Revision	4	20 March 2014	31 December 2023
Review	5	19 January 2017	31 December 2023
Review	6	30 June 2022	N/A

Consent and Moderation Requirements (CMR) reference

0045

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 if you wish to suggest changes to the content of this unit standard.