

---

**DESIGN AND DEVELOPMENT OF  
ADULT EDUCATION AND TRAINING**  
**Design learning sessions for adult  
education and training**

---

<b>level:</b>	5
<b>credit:</b>	6
<b>final date for comment:</b>	December 2006
<b>expiry date:</b>	December 2007
<b>sub-field:</b>	Adult Education and Training
<b>purpose:</b>	People credited with this unit standard are able to: define learning outcomes of sessions; select session content; plan delivery processes; design assessment activities; and plan review.
<b>entry information:</b>	Open.
<b>accreditation option:</b>	Evaluation of documentation and visit by NZQA and industry.
<b>moderation option:</b>	A centrally established and directed national moderation system has been set up by NZQA.
<b>special notes:</b>	<ol style="list-style-type: none"><li>1 Definitions <i>learning session</i> is defined as a learning event that can be part of a course, 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; <i>stakeholders</i> may include tutor/trainer, session designer, learners, provider, client organisation/s, and standards setting bodies.</li><li>2 Sufficiency for this unit standard is the design of three different learning sessions, each of at least 30 minutes in duration.</li></ol>

---

**DESIGN AND DEVELOPMENT OF  
ADULT EDUCATION AND TRAINING**  
**Design learning sessions for adult  
education and training**

---

- 3 Learning session designs should meet stakeholder requirements and the compliance with relevant legislation.

### **Elements and Performance Criteria**

#### **element 1**

Define learning outcomes of sessions.

#### **performance criteria**

- 1.1 Learning outcomes reflect identified learning needs of individuals, and/or client organisation/s.
- 1.2 Learning outcomes include observable and measurable statements of performance.
- 1.3 Learning outcomes are achievable within the specified timeframes.

#### **element 2**

Select session content.

#### **performance criteria**

- 2.1 Selection and scope of content matches defined learning outcomes, level(s) of learner competency, and available time.

---

**DESIGN AND DEVELOPMENT OF  
ADULT EDUCATION AND TRAINING**  
**Design learning sessions for adult  
education and training**

---

- 2.2 The selected content is sequentially structured to facilitate the achievement of learning outcomes.

**element 3**

Plan delivery processes.

Range: methods, resources.

**performance criteria**

- 3.1 Planned delivery methods match learning outcomes and content.
- 3.2 Planned delivery methods accommodate the expected range of learning styles.
- 3.3 Planning includes provision for learners to practise, give and receive feedback, and reflect on their learning experience.
- 3.4 The selection and sequencing of delivery methods provide for achievement of learning outcomes and promote transfer of learning.
- Range: may include but is not limited to – introduction, explanation, demonstration, practice, consolidation, delivery of information, interaction.
- 3.5 Available resources are matched with intended delivery and assessment methods.

---

**DESIGN AND DEVELOPMENT OF  
ADULT EDUCATION AND TRAINING**  
**Design learning sessions for adult  
education and training**

---

**element 4**

Design assessment activities for learning sessions.

Range: includes formative and may include summative assessment.

**performance criteria**

- 4.1 Planned assessment activities enable learners' performance to be measured against learning outcomes.

**element 5**

Plan review.

**performance criteria**

- 5.1 Review criteria are established and documented to meet stakeholder requirements.
- 5.2 Planned review considers stakeholder feedback, and provides for refinement of session design.

**Comments on this unit standard**

Please contact the NZQA National Qualifications Services [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.

**Please Note**

Providers must be accredited by the Qualifications Authority or a delegated inter-institutional body before they can register credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

---

**DESIGN AND DEVELOPMENT OF  
ADULT EDUCATION AND TRAINING**  
**Design learning sessions for adult  
education and training**

---

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for providers wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

This unit standard is covered by AMAP 0045 which can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.