
**DELIVERY OF ADULT EDUCATION AND
TRAINING**
**Facilitate adult learners' individualised
learning**

level:	5
credit:	3
final date for comment:	June 2005
expiry date:	December 2006
sub-field:	Adult Education and Training
purpose:	<p>People credited with this unit standard are able to: establish individualised learning outcomes; negotiate action plans for individualised learning; and support learner progress.</p> <p>This unit standard is relevant to adult educators and trainers who plan individualised programmes of learning.</p>
entry information:	Open.
accreditation option:	Evaluation of documentation and visit by NZQA and industry.
moderation option:	A centrally established and directed national moderation system has been set up by NZQA.
special notes:	<ol style="list-style-type: none">1 Individualised learning can include learner research, the use of individualised learning packages, distance learning, and mixes of learning opportunities that are available on an individual or group basis.2 This unit standard does not include assessment of individual's learning. (Refer to Unit 4098, <i>Use standards to assess candidate performance</i>).3 This unit standard can be assessed on job and off job in combination.

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Elements and Performance Criteria

element 1

Establish individualised learning outcomes.

performance criteria

- 1.1 Outcomes match the individual's needs, interests, requirements, and abilities.
- 1.2 Outcomes contain statements of observable and measurable outcome performance, performance standards, and conditions under which performance is to take place.
- 1.3 Outcomes are achievable within available resources and learning opportunities, and are confirmed with the individual

element 2

Negotiate action plans for individualised learning.

performance criteria

- 2.1 Plan includes the individual's learning outcomes, agreed timeframe for completion, and agreed methods for assessment and recording.
- 2.2 Plan contains a structured sequence of learning events, key dates and arrangements for support, progress review, and feedback.
- 2.3 Plan is recorded, and is agreed by facilitator and learner.

element 3

Support learner progress.

Range: periodic monitoring, problem solving, remedial face-to-face training.

performance criteria

- 3.1 Support given assists the achievement of learning outcomes.

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- 3.2 Progress review and feedback are implemented in accordance with the action plan.
- 3.3 Action plan is reviewed and adjusted to accommodate departures from the original plan.

Comments on this unit standard

Please contact the NZQA National Qualifications Services 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.

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/site/framework/search.html>.