

<b>Title</b>	<b>Facilitate learner-led, interactive learning sessions for adult learners</b>		
<b>Level</b>	<b>6</b>	<b>Credits</b>	<b>12</b>

<b>Purpose</b>	People credited with this unit standard are able to prepare for, facilitate, and review learner-led, interactive learning sessions for adult learners.
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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 facilitation of four interactive learning sessions with different content, each of at least 30 minutes duration, is required.
- 2 Assessment against this standard is subject to compliance with organisational requirements.
- 3 It is recommended that this unit standard is assessed against in conjunction with other unit standards in the *Delivery of Adult Education and Training* domain.
- 4 Definitions  

*A positive learning environment that is culturally appropriate and inclusive* is one that ensures that the cultural background and needs of individuals and groups are identified, recognises and respects those backgrounds and associated values, and takes proactive steps to meet the identified needs so that the learning outcomes can be achieved to the fullest extent of each learner's capabilities. This will include the development of Māori cultural competencies.

*Learner-led, interactive learning sessions* are characterised by the emphasis on learner-learner interactions – learners participating, collaborating, and interacting with other learners rather than a predominance of tutor-learner interactions. They are distinctive from presentations in that learning is facilitated through a majority of learner-led interaction, rather than lecturing. The tutor is more likely to be used as a reference point and a resource when needed. The tutor's role is to provide a brief then facilitate and support the learners as they proceed through the interaction and reach their own conclusions.

*Learning session* 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.

*Māori cultural competencies* refer to the practical steps for providing education relating to Māori and other learners in a manner that recognises and respects Māori values and beliefs in order to achieve better teaching and learning outcomes.

*Organisational requirements* refer to the policies, procedures, and reporting requirements of the provider and/or client organisation.

*Stakeholders* refer to the learner, and may also include managers, supervisors, and colleagues.

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## Outcomes and performance criteria

### Outcome 1

Prepare to facilitate learner-led, interactive learning sessions for adult learners.

#### Performance criteria

- 1.1 Preparation for learning considers diversity of learners.
- 1.2 Intended facilitation methods are included in the preparation of the learning environment.  
  
Range includes but is not limited to – access to the environment, assembling support materials, checking equipment, booking facilities, lay-out.
- 1.3 Session is structured to include learner-led activities to aid the achievement of learning outcomes that match the diversity of learners.
- 1.4 Three resources are selected and prepared to match learning outcomes and to accommodate the expected range of learners.
- 1.5 Criteria for reviewing interactive learning sessions are established and documented in accordance with organisational requirements.

### Outcome 2

Facilitate learner-led, interactive learning sessions for adult learners.

#### Performance criteria

- 2.1 Learning outcomes and assessment processes are discussed with target audience and possible barriers to learning identified.
- 2.2 Facilitation strategies to promote individual participation, group interaction, the opportunity for learners to practice, and reinforcement of key points are incorporated into the facilitation.
- 2.3 Facilitation of the session is modified (if necessary) as contingencies arise in the learning situation, resource availability, diversity of learners, and time constraints.

2.4 A positive learning environment that is culturally appropriate and inclusive is created and maintained.

Range positive learning environment includes but is not limited to – participation, resource availability, pace, two-way communication, a monitoring process, assessment opportunities.

2.5 Assessment is used to measure learners' achievement of the learning outcomes of the session.

Range includes – formative assessment, self-assessment; may include – summative assessment.

### Outcome 3

Review learner-led, interactive learning sessions for adult learners.

#### Performance criteria

3.1 Stakeholder feedback on the learner-led, interactive learning sessions is sought and analysed against review criteria.

Range may include but is not limited to – interaction, achievement of outcomes, organisation, facilitation, content, location.

3.2 Review of the learner-led, interactive learning sessions is recorded in accordance with organisational requirements, and any areas for future refinement are identified.

<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	28 May 1996	31 December 2011
Review	2	25 May 2004	31 December 2011
Review	3	18 June 2010	31 December 2011
Revision	4	22 October 2010	31 December 2019
Rollover and Revision	5	20 March 2014	31 December 2019
Review	6	28 September 2017	31 December 2023
Review	7	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>.

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**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.