

## NZQA Assessment Support Material

<b>Unit standard</b>	<b>29690</b>				
<b>Title</b>	Describe principles and theories of adult learning				
<b>Level</b>	4	<b>Credits</b>	6	<b>Version</b>	1

## GUIDELINES FOR ASSESSORS

### ASSESSOR INFORMATION

People credited with this unit standard are able to describe principles and theories of adult learning.

This document is intended as a guide to support assessors. It is expected that assessors will use these materials, together with the unit standard document, as a tool to develop their own assessments in a way that is relevant to the context in which their assessment occurs.

Assessors and candidates need to be very familiar with the outcome being assessed by the unit standard. The outcomes, evidence requirements and explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing candidates against the standard.

### AWARD OF CREDIT



This unit standard can be awarded with an Achieved grade only.

### ASSESSMENT REQUIREMENTS



- This assessment will take place over a timeframe set by the assessor.
- The assessment requires the candidate to describe three theories of adult learning and how they apply to current adult learning practice.
- Evidence for this unit standard must be gathered in relation to the candidate's own teaching context.

## General Information

- This unit standard has been developed alongside others to align with and support the New Zealand Certificate in Adult and Tertiary Teaching (Level 4) [Ref:2746]. For an outline of how the relevant unit standards provide a pathway to this qualification, please refer to the landscape document.
- Candidates completing this unit standard will be directly involved in training adults and will have an education or training role in which they have direct access to learners. Types of organisation and roles may include but are not limited to polytechnics and institutes of technology, private training establishments, community organisations, corporate and workplace training, and district health boards. Candidates are responsible for organising access to training opportunities.
- Prior to this assessment all candidates must have had sufficient training opportunities to become familiar with principles and theories of adult education and training.

## Definitions

*Candidate* is the person who is being assessed against this standard.

*Learner* is the person who is taught/trained by the candidate.

*Principles and theories of adult learning* may include but are not limited to learning style theories, neural pathways theory, multiple intelligences, behaviourism, cognitivism, constructivism, and social learning theory. Principles and theories may also include but are not limited to those found in the work of – Jean Piaget, Malcolm Knowles, Jack Mezirow, Karen E Watkins and Victoria J Marsick, David A. Kolb, Gilly Salmon.

## Ethical and Legal Behaviours

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, with any subsequent amendments, may include the:

- Health and Safety at Work Act 2015
- Privacy Act 1993
- Human Rights Act 1993
- Copyright Act 1994
- Vulnerable Children Act 2014

During the assessment, assessors must also ensure the following:

- All professional discussions undertaken for assessment towards this unit standards must be documented with reference to the time, date, place, and duration of each discussion.
- Confidentiality is maintained in all professional discussions undertaken for assessment purposes

## Possible assessment tools

There are a range of possible assessment tools that could be used for assessing candidates against 29690. These may include recording/documentation of:

- Written answers
- Documented professional discussions
- Reflective log/comments

## Evidence and Judgement Guidance

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### Assessment Requirements:

The assessment will require the candidate to describe three theories of adult learning and how they apply to current adult learning practice.

### Outcome 1: Describe principles and theories of adult learning.

**Range** Sufficient evidence for this unit standard will be three theories of adult learning and their applicability to current adult learning practice. Theories may include but are not limited to learning styles theories, neural pathways theory, multiple intelligences, behaviourism, cognitivism, constructivism, social learning theory.

Outcome statement	Evidence for achievement	Judgement
<p><i>Evidence requirements</i></p> <p>1.1 Principles and theories of adult learning are described in terms of how adults learn.</p> <p><i>Range</i> Principles and theories may include but are not limited to those found in the work of – Jean Piaget, Malcolm Knowles, Jack Mezirow, Karen E Watkins and Victoria J Marsick, David A Kolb, Gilly Salmon.</p>	<p>1.1 Written descriptions or documented discussions on principles and theories of adult learning and their applicability to current adult practice.</p>	<p><i>Evidence confirms:</i></p> <p>1.1 Three evidence-based principles and/or theories of adult learning are described to show how they are applied to support adult learning.</p>

<p>1.2 Adult learning is described in terms of the New Zealand context and underpinning framework(s)</p> <p><i>Range</i> Frameworks may include but are not limited to – Learning Progressions for Adult Literacy and Numeracy.</p>	<p>1.2 Written descriptions or documented discussions on adult learning in the New Zealand context and underpinning framework(s).</p>	<p>1.2 Descriptions are evidence-based and reflect the New Zealand context, and underpinning framework(s). These may include the literacy and numeracy framework, and Māori and Pasifika frameworks as applicable to all learners in all contexts.</p>
<p>1.3 Principles and theories of adult learning are described in relation to own adult teaching context.</p>	<p>1.3 Written descriptions or documented discussions on the following as specified in outcome statement: How principles and theories of adult learning inform candidate's own practice.</p>	<p>1.3 Description of candidate's own teaching practice discusses the three selected adult learning principles and theories and how these were applied.</p>