

NZQA Assessment Support Material

Unit standard	29692				
Title	Deliver learning sessions for adults				
Level	4	Credits	14	Version	1

GUIDELINES FOR ASSESSORS

ASSESSOR INFORMATION

People credited with this unit standard are able to prepare to deliver and deliver learning sessions for adult learners.

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 will involve three different observed and documented learning sessions
- Each learning session must be at least 30 minutes in duration
- Learning sessions must involve real situations as relevant to a candidate's own teaching context. They must not involve artificial situations created for assessment purposes.

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 programmes, and district health boards (DHBs). Candidates are responsible for organising access to training opportunities.
- A candidate who has already completed delivery plans for Unit 7093, *Plan for delivery of learning sessions for adults*, or Unit 29689 *Design and prepare adult learning sessions for a variety of contexts* may use the same plans for this standard also.
- Prior to this assessment all candidates must have had sufficient training opportunities to become familiar with learner-centred adult learning principles and how they are applied in the planning and delivery of learning sessions for adults.
- The assessor will hold an appropriate adult education qualification. The observer will have appropriate skills and knowledge of adult education and training in the delivery context.

Definitions

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

Deliver learning sessions includes assessment.

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

Learner-centred adult learning principles may include – self-motivation, autonomy, critical reflection, own goal-setting, negotiation, self-assessment

Learner needs refers to those related to building language, literacy and numeracy; and may include those related to meeting the needs of youth, Māori and Pasifika.

Learning session is a learning or training event that can be part of a course or programme, 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.

Learning styles refers to the different ways people learn.

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

Quality assurance 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 moderation, verification, validation, audit, or other similar terms. Quality assurance activities may include combinations of discussion with and observations of assessors, meetings of assessors, analysis of assessment documents and materials and assessor decisions.

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:

- Confidentiality is maintained in all professional discussions undertaken for assessment purposes
- Health and Safety is observed at all times in assessment tasks.

Possible assessment tools

There are a range of possible assessment tools that could be used for assessing candidates against 29692. These may include recording/documentation of:

- Written answers
- Documented professional discussions
- Reflective log/comments
- Learning session plans
- Learner feedback sheets
- Observation sheets for learning sessions
- Self-review sheets.

Evidence and Judgement Guidance

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Assessment Requirements:

The assessment will involve three different observed and documented learning sessions which must cover a minimum of two learners in each.

Outcome 1: Prepare to deliver learning sessions for adults

Outcome statement	Evidence for achievement	Judgement
<p><i>Evidence requirements</i></p> <p>1.1 Supporting material that assists achievement of the learning outcomes in accordance with the delivery plan is prepared.</p> <p><i>Range</i></p> <p>includes but is not limited to – training plan, venue details, resources, training evaluation material.</p>	<p>1.1 Planning document with, written descriptions/documentated discussion containing evidence of venue, resources, learning session plan, and training evaluation material.</p>	<p><i>Evidence confirms</i></p> <p>1.1 Provision/demonstration of the following:</p> <ul style="list-style-type: none"> • Individual session plans for three different learning sessions of at least 30 minutes duration. • Venue is conducive to teaching and learning • Resources are relevant and matched to outcomes and content. • Delivery methods include learner centred interaction • Learning outcomes are specific, measurable, achievable, relevant and time based • Subject content is matched to the learner needs and the learning outcomes.

		<ul style="list-style-type: none"> • Assessment activities are scheduled • A training evaluation tool is included.
<p>1.2 Barriers to learning and differences in learning styles are prepared for.</p> <p><i>Range:</i></p> <p>Learner barriers such as literacy and numeracy; external barriers such as venue, classroom dynamics.</p>	<p>1.2 Evidence includes:</p> <ul style="list-style-type: none"> • Learner profile(s) which outline potential barriers to learning; identify individual learning styles. • Learning session plans and resources which show appropriate strategies to address them. 	<p>1.2 Details of learner group identify any potential barriers and specific learner needs. Planning indicates appropriate strategies to address these.</p>
<p>1.3 Stakeholder and quality assurance requirements are met through the learning plans used.</p>	<p>1.3. Evidence to support stakeholder and quality assurance requirements.</p>	<p>1.3 Evidence from stakeholders and quality assurance show that learning sessions meet the intended purpose and intended audience. Organisational sign off is obtained.</p>

Outcome 2: Deliver learning sessions for adults.

Outcome statement	Evidence for achievement	Judgement
<p><i>Evidence requirements</i></p> <p>2.1 A learner-centred delivery environment is created that is culturally safe, inclusive and meets the diverse needs of the learners.</p> <p><i>Range:</i></p> <p>learner-centred environment may include but is not limited to – learner participation, resource availability, pace of delivery, two-way communication, monitoring progress, managing distractions and behaviours, assessment opportunities.</p>	<p>2.1-2.4 Observer and learner feedback sheets for each learning session; candidate self-assessment; written and/or documented verbal evidence to support delivery of planned sessions; and evidence of formative assessment:</p>	<p><i>Evidence confirms</i></p> <p>2.1 Provision/demonstration of the following:</p> <ul style="list-style-type: none"> • Written evidence and three signed observation sheets which demonstrate that: <ul style="list-style-type: none"> ○ Learner-centred methods were used ○ Appropriate resources were available ○ The pace of delivery met learner needs ○ Two-way communication was used to encourage learner participation ○ Learner progress was monitored ○ Distractions and behaviours were managed appropriately ○ Potential barriers to learning were identified and managed • Learner feedback sheets from each session which demonstrate that: <ul style="list-style-type: none"> ○ Learner’s language, literacy, and numeracy needs were met

		<ul style="list-style-type: none"> ○ Learners received opportunities to participate ○ Candidate managed distractions and behaviours in learning sessions.
2.2	Learning outcomes, sequence of learning activities, intended assessment processes, and any potential post-session application of learning are provided to learners in accordance with the delivery plan.	<p>2.2 Provision/demonstration of the following:</p> <ul style="list-style-type: none"> ● Written evidence and signed observation sheets which demonstrate that learners were provided with session outcomes, information and assessment processes ● Learner feedback sheets from each session which demonstrate that sequence of learning met learner needs.
2.3	A range of learner-centred adult learning principles and processes are used to achieve learning outcomes and address learner needs in accordance	2.3 Written evidence and signed observation sheets which demonstrate that the candidate used a range of learner-centred adult learning principles and processes to meet learner needs.
2.4	<p>Assessment methods are used that measure learners' achievement of the learning outcomes of the session in accordance with the delivery plan.</p> <p><i>Range:</i> includes – formative assessment; may include – summative assessment.</p>	<p>2.4 Provision/demonstration of the following:</p> <ul style="list-style-type: none"> ● Written evidence and signed observation sheets which demonstrate that formative assessments were used to check learning outcomes were being met – summative assessments may have been used. ● Learner feedback sheets from each session which demonstrate that assessment activities were relevant to the learning outcomes and content of learning sessions.
2.5	Review and evaluation during and after each learning session are carried out in accordance with the delivery plan.	<p>2.5 Documentation of the review and evaluation process; summary of stakeholder feedback; completed self-review; changes suggested to session plans in light of feedback.</p> <p>2.5 Provision/demonstration of the following:</p> <ul style="list-style-type: none"> ● Feedback is obtained from at least: the learners, observer and self-assessment by candidate.

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| | | <ul style="list-style-type: none">• Any suggested changes to the session plans are based on feedback obtained. |
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Legal and ethical behaviours (required)

To be awarded this standard, candidates must act professionally, ethically, and with cultural sensitivity during assessment against this standard. This will include compliance with relevant legislation and organisational requirements (see page 2). A senior person in the organisation must attest that a candidate's performance meets these requirements.

Appendix 1: Example of attestation form for a senior person in an organisation to confirm that a candidate's lesson delivery meets internal and/or external requirements.

This is to confirm that _____ has met all the relevant requirements listed below in delivering training at this organisation

Requirements:	Comment
The candidate has acted	
<ul style="list-style-type: none"> professionally, 	
<ul style="list-style-type: none"> ethically, 	
<ul style="list-style-type: none"> and with cultural sensitivity. 	
Her/his actions have complied with:	
This organisation's requirements	
The requirements of any other relevant Standard Setting Body (e.g. Industry Training Organisation) Please list.	
All relevant legislation. This may include the:	
<ul style="list-style-type: none"> Health and Safety at Work Act 2015, 	
<ul style="list-style-type: none"> Privacy Act 1993, 	
<ul style="list-style-type: none"> Human Rights Act 1993, 	
<ul style="list-style-type: none"> Copyright Act 1994, 	
<ul style="list-style-type: none"> Vulnerable Children Act 2014, 	
<ul style="list-style-type: none"> and any subsequent amendments to these Acts. 	
Name of Senior person: Position:	Signature and Date