

NZQA Assessment Support Material

Unit standard	7110				
Title	Critically evaluate and improve own professional knowledge and practice in adult education and training				
Level	5	Credits	8	Version	5

GUIDELINES FOR ASSESSORS

ASSESSOR INFORMATION

People credited with this unit standard are able to to critically evaluate own professional knowledge and practice, and plan and use strategies to improve it.

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 evaluation of the candidate's own practice based on evidence gathered over a sustained period that enables reflection and ongoing personal development. A sustained period would normally require a minimum of three months.
- Evidence must be gathered in relation to 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 5) [Ref:2993]. 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/assessing 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/assessment, and district health boards. Candidates are responsible for organising access to training/assessment opportunities.
- Gathered evidence may be based on the sessions designed and delivered in Unit 29689, *Design and prepare adult learning sessions for a variety of contexts* and/or Unit 29691 *Facilitate adult learning sessions using adult teaching and learning theories and frameworks*.
- The assessor will hold an appropriate adult education qualification (refer to CMR 45). The observer will have appropriate skills and knowledge in the area of observation.

Definitions

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

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

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.

Stakeholder refers to internal and external professional colleagues, learners and clients.

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,
- and any subsequent amendments.

During the assessment, assessors must also ensure the following:

- All professional discussions undertaken for assessment purposes remain confidential
- 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 7110. These may include recording/documentation of:

- Documented professional discussion
- Questioning/discussion (which needs to be captured in some way)
- Reflective log/comments
- Written answers
- Action plan

Evidence and Judgement Guidance

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Assessment Requirements:

The assessment will involve evaluation of the candidate's own practice based on evidence gathered over a sustained period that enables reflection and ongoing personal development. The candidate must provide evidence of feedback from at least three different stakeholders and evaluation against at least five examples of good practice. A sustained period would normally require a minimum of three months.

Outcome 1: Critically evaluate own teaching or training practice in design, delivery and evaluation of adult education and training.

Outcome statement	Evidence for achievement	Judgement
<p><i>Evidence requirements</i></p> <p>1.1 Own practice is critically evaluated against criteria for good practice, and development needs are identified.</p> <p><i>Range</i> Good practice may include but is not limited to – positive engagement with learner(s) and colleagues, variation of teaching or training methodologies, cohesion in learning sessions, programme based on learner needs, opportunities for learner interaction, thorough preparation,</p>	<p>1.1 Evaluation documents and descriptions which cover selection of good practice criteria in the candidate's own context, with analysis of own practice against these criteria.</p>	<p><i>Evidence confirms</i></p> <p>1.1 Provision of the following:</p> <ul style="list-style-type: none"> • Evaluation against at least five different good practices as specified in evidence requirements. • Evaluation outlines candidate's own practice and possible development needs related to the good practice examples cited.

clear instructions and expectations, negotiated curriculum, educator behaviour and attitudes which may include but are not limited to – respect for the learner as an adult, reflection, self-evaluation, fairness, continuous improvement; a minimum of five examples of good practice is required.		
1.2 Feedback from stakeholders is gathered, analysed and used to assist in developing professional practice to meet professional development needs and goals. <i>Range</i> a minimum of three different stakeholders.	1.2 Feedback documents from stakeholders with written analysis or documented discussion.	1.2 Provision of the following: <ul style="list-style-type: none"> • Feedback documents/information is presented from at least three different stakeholders. • Analysis by candidate outlines what is needed to improve professional practice • Professional practice is linked to the candidate's professional goals and needs, and aligns with good practice examples.
1.3 Formal and informal networks are used to inform own professional knowledge and practice.	1.3 Information about formal and informal networks and the findings from those networks is documented.	1.3 Reflection shows how the information from formal and informal networks has helped inform the candidate about their own practice and knowledge in order to plan for future improvements.

Outcome 2: Develop a plan to improve teaching or training performance to align with professional goals and objectives.

Range may include but is not limited to – own career aspirations, organisational goals and objectives.

Outcome statement	Evidence for achievement	Judgement for achievement
<i>Evidence requirements</i>		<i>Evidence confirms</i>
2.1 Personal development needs and goals are identified in the plan to align with professional goals and objectives.	2.1-2.3 A comprehensive plan for improvement is presented.	2.1-2.3 The plan demonstrates the following:

2.2 Strategies for improvement and timeframes for implementation are developed to meet identified needs and goals.		<ul style="list-style-type: none"> • The candidate has reflected on their practice and ongoing personal development over a sustained period, as relevant to their context. • Focus on improving teaching or training performance which includes professional goals and realistic measurable objectives. • Career aspirations or the goals and objectives of the organisation. • Clear outline of candidate's own development needs along with specified goals which include the strategies they will use to achieve the goals and the timeframes they will adhere to and any budgetary considerations.
2.3 Plan is reviewed, including incorporating input from key stakeholders, and agreed in accordance with organisational procedures.		

The plan must also have been reviewed and agreed to by key stakeholders.

Outcome 3: Implement and evaluate strategies to improve own professional knowledge and practice.

Outcome statement	Evidence for achievement	Judgement
<i>Evidence requirements</i>		
3.1 Activities that align with identified professional needs and goals, and strategies for improvement are undertaken in accordance with the implementation timeframes.	3.1-3.2 Evidence includes: <ul style="list-style-type: none"> • Written answers and documented discussion • Self-review and stakeholder feedback. • Documented improvements to the plan if required. 	<i>Evidence confirms</i> Evidence that activities have been undertaken over a sustained period of time, normally a minimum of three months, and align with the development goals identified in the plan.
3.2 Self-review and stakeholder feedback are used to evaluate the effectiveness of the strategies in the improvement plan and to identify any further areas for improvement.		Self-review and stakeholder feedback describe the effectiveness of activities and capture the improvements made and what the gaps are still evident. Any gaps identified are subsequently addressed by additional improvement opportunities to pursue later.