

**Field Education****Review of *Adult Education and Training*, and *Generic Education and Training* unit standards**

<b>Subfield</b>	<b>Domain</b>	<b>ID</b>
Adult Education and Training	Adult Literacy and Numeracy Education	29622-29632
	Delivery of Adult Education and Training	7091, 7095-7097, 7106, 7108, 7110, 7114, 7115, 21982, 26009, 29690-29692
	Design and Development of Adult Education and Training	7093, 7103, 7105, 20470, 29689
	Evaluation in Adult Education and Training	20469
	Management of Adult Education and Training	7100
Generic Education and Training	Assessment of Learning	11551, 11552, 29693, 30421-30423

NZQA National Qualification Services (NQS) has completed the review of the unit standards listed above.

**Date new versions published**

**June 2022**

**Planned review date**

**December 2027**

**Summary**

This review had two main purposes. Firstly, to ensure standards due for review in 2021 continued to be fit for purpose and secondly, to ensure that standards developed to align with the following qualifications that were reviewed in 2020, (or included in programmes leading to them), were still suitable for those who wish to use them as assessment tools for the qualifications:

- New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5) [Ref: 2754]
- New Zealand Certificate in Assessment Practice (Level 4) [Ref: 2752]
- New Zealand Certificate in Adult and Tertiary Teaching (Level 4) [Ref: 2746]
- New Zealand Certificate in Adult and Tertiary Teaching (Level 5) [Ref: 2993]

In tandem with this development process, a wider review of unit standards at Levels 4 and 5 in Adult Education and Training and Generic Education and Training took place. The purpose of this was to ensure consistency across those levels. As a result of the review two new standards were developed for recommended pathways and seventeen standards were expired.

The review was carried out during 2021, by two expert panels (Adult Literacy and Numeracy Education [ALNE] and General) comprising representation from the qualification developer, polytechnics, Te Pūkenga, private training establishments, wānanga, ITOs, and moderators. The new drafts of the standards were developed and circulated to a wider network for consultation. All consultation feedback was considered and actioned where appropriate.

## Main changes

- Standards developed leading to the New Zealand Certificate in ALNE (Educator) (Level 5) [Ref: 2755] (29626-29632) will expire due to low usage and no indication of future use.
- Standards 29622 (in the recommended pathway for both the Educator qualification [Ref: 2755] and the New Zealand Certificate in ALNE (Vocational/Workplace) (Level 5) [Ref: 2754]) and 29623 have been combined into a single standard as a result of the proposed expiry of the other Educator standards.
- A new standard in self-evaluation has been developed to be added to the recommended pathway for the New Zealand Certificate in Assessment Practice (Level 4) [Ref: 2752] to align with a new qualification outcome.
- Standards 7091, 7096, 7100, 7105, 7108, 7115, 20469, 20470, 21982, and 26009 will expire to address issues of overlap with other standards in these subfields and low usage.
- Standard 29693 was moved from the Assessment of Learning domain in the Generic Education and Training subfield to the Delivery of Adult Education and Training domain in the Adult Education and Training subfield to align with the classification of a similar standard at Level 4.
- Credit values for standard 30421 were increased and for standard 30422 were decreased to better reflect the amount of work required by candidates and ensure parity with similar standards.
- Titles and wording throughout have been amended to reflect language used in the reviewed qualifications and improve clarity.
- Adjustments have been made to some performance criteria to ensure clarity and alignment with the credit allocations.
- Compulsory range items have been incorporated into the relevant performance criteria, where practical, to make evidence requirements clearer.
- Updates to references and legislation have been made as required.

## Category C and D unit standards will expire at the end of December 2023

The last date for assessment of superseded versions of Category B unit standards is December 2023

## Impact on existing organisations with consent to assess

Current consent for			Consent extended to		
Nature of consent	Classification or ID	Level	Nature of consent	Classification or ID	Level
Subfield	Generic Education and Training	4-7	Standard	29693	4
Domain	Assessment of Learning	4-7	Standard	29693	4

## Detailed list of unit standards – classification, title, level, and credits

All changes are in **bold**.

Key to review category	
<b>A</b>	Dates changed, but no other changes are made - the new version of the standard carries the same ID and a new version number
<b>B</b>	Changes made, but the overall outcome remains the same - the new version of the standard carries the same ID and a new version number
<b>C</b>	Major changes that necessitate the registration of a replacement standard with a new ID
<b>D</b>	Standard will expire and not be replaced

Education > Adult Education and Training > Adult Literacy and Numeracy Education

ID	Title	Level	Credit	Review Category
29622	Describe adult literacy and numeracy education in Aotearoa New Zealand	5	5	C
29623	Design strategies to embed adult literacy and numeracy in the delivery of a training or education programme	5	10	C
<b>32978</b>	<b>Design embedded adult literacy and numeracy learning in the facilitation of a training or education programme</b>	<b>5</b>	<b>15</b>	<b>New</b>
29624	Plan and facilitate embedded adult literacy and numeracy skills development in a training or education programme <b>Plan and facilitate embedded adult literacy and numeracy skills development within a training or education programme</b>	5	15	B
29625	Use assessment to strengthen adult literacy and numeracy teaching and learning	5	10	B
29626	Describe issues and theories that relate to adult literacy and numeracy	5	5	D
29627	Design strategies to address adult literacy and numeracy demands and learner strengths and needs	5	15	D
29628	Apply Māori and Pasifika frameworks to own adult literacy and numeracy teaching practice	5	10	D
29629	Plan and facilitate literacy and numeracy skills development to meet the needs of individual adult learners	5	10	D
29630	Plan and facilitate literacy and numeracy skills development to meet the needs of adult learner groups	5	10	D
29631	Design adult literacy and numeracy contextualised assessments and processes	5	5	D
29632	Evaluate own adult literacy and numeracy practice and share with other professionals	5	10	D

Education > Adult Education and Training > Delivery of Adult Education and Training

ID	Title	Level	Credit	Review Category
7091	Establish a culturally safe and inclusive learning environment for adults in New Zealand's cultural setting	4	4	D
7095	Develop and facilitate individualised adult learning plans	5	6	B
7096	Deliver learning presentations for adult learners	4	8	D
7097	Facilitate learner-led interactive learning sessions for adult learners	6	12	B
7106	Prepare learning plans and provide guidance for individual adult learners	4	5	B
7108	Deliver on-job training for adult trainees	4	8	D
7110	Critically evaluate and improve own professional knowledge and practice in adult education and training <b>Evaluate and improve own professional knowledge and practice in adult education</b>	5	8	B
7114	Coach adult learner(s)	5	8	B
7115	Create and maintain a positive learning environment for adult learners	4	6	D
21982	Facilitate the transfer of existing competence into new contexts for adult trainees	5	6	D

ID	Title	Level	Credit	Review Category
26009	Establish a culturally safe and inclusive multicultural learning environment for adults	4	4	D
29690	Describe principles and theories of adult learning <b>Describe contemporary principles and practices of adult learning</b>	4		B
29691	Facilitate adult learning sessions using adult teaching and learning theories and frameworks <b>Use adult teaching and learning theories and frameworks to facilitate adult learning sessions</b>	5	20	B
29692	Deliver learning sessions for adults <b>Facilitate learning sessions for adults</b>	4	14	B

Education > Adult Education and Training > Design and Development of Adult Education and Training

ID	Title	Level	Credit	Review Category
7093	Plan for delivery of learning sessions for adults <b>Plan for facilitation of learning sessions for adults</b>	4	10	B
7103	Determine the training requirements of individual adults for a specified job	4	5	B
7105	Conduct a training needs analysis for an adult group	5	15	D
20470	Design, draft, and trial a training manual for adults	5	15	D
29689	Design and prepare adult learning sessions for a variety of contexts	5	12	B

Education > Adult Education and Training > Evaluation in Adult Education and Training

ID	Title	Level	Credit	Review Category
20469	Evaluate adult learning sessions	5	8	D

Education > Adult Education and Training > Management of Adult Education and Training

ID	Title	Level	Credit	Review Category
7100	Plan, organise, and review learning events for adult education and training	5	10	D

Education > Generic Education and Training > Assessment of Learning

ID	Title	Level	Credit	Review Category
11551	Quality assure assessment <b>Moderate assessment</b>	5	10	B
11552	Design and evaluate assessment materials	5	10	B
30421	Carry out assessments against standards to make judgements of learner performance	4	15 <b>18</b>	B
30422	Participate in the quality assurance of assessment <b>Participate in the moderation of assessment</b>	4	15 <b>12</b>	B
30423	Participate in assessment processes as a verifier	4	10	B
<b>32979</b>	<b>Reflect on own assessment practice and identify areas for improvement</b>	<b>4</b>	<b>10</b>	<b>New</b>

Education > Generic Education and Training > Assessment of Learning

**Education > Adult Education and Training > Delivery of Adult Education and Training**

ID	Title	Level	Credit	Review Category
29693	Review, evaluate and identify areas of improvement for own adult education teaching practice <b>Reflect on own adult or tertiary teaching practice and identify areas for improvement</b>	4	10	B