

Title	Facilitate the transfer of existing competence into new contexts for adult trainees		
Level	5	Credits	6

Purpose	<p>This unit standard is intended for people who act as coach to a trainee who is seeking to transfer existing skills, knowledge, and other attributes to new contexts. This coaching role may be unofficial or may be formalised, such as a supervisor in a workplace.</p> <p>People credited with this unit standard are able to: prepare to assist trainees to transfer competence into new contexts; assist trainees to transfer existing competence into new contexts; and review trainees' performances in new contexts.</p>
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Classification	Adult Education and Training > Delivery of Adult Education and Training
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Available grade	Achieved
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Guidance Information

1 Definitions

Coaching and/or induction, for the purposes of this unit standard, refers to guiding the development skills, knowledge, and other attributes in trainees.

Competence in this unit standard refers to the skills, knowledge, and other attributes required to achieve in a particular context.

Contexts in this unit standard refer to different environments. Contexts may be determined by such factors as – culture, gender, age, organisational norms.

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

Other attributes refer to attitudes, personal qualities and behaviours; and, together with relevant skills and knowledge, they are what are needed to achieve a task or meet the needs of a particular situation.

A real situation refers to a situation that has not been artificially created for assessment purposes.

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

Trainee is the person who adapts their skills, knowledge, and other attributes, and applies them in a new context.

Transfer refers to the process of adapting existing skills, knowledge, and other attributes, and applying them in a new context. Opportunities for this may include face-to-face, telephone, social media and electronic communications.

- 2 Range
Evidence of facilitating the transfer of skills, knowledge, and other attributes for an individual or group incorporating at least three related activities that build on each other, with a total time of at least 90 minutes, is required.
- 3 Assessment against this standard is subject to compliance with the Health and Safety at Work Act 2015, Privacy Act 1993, and organisational requirements.
- 4 Assessment against this standard must be on the basis of evidence of demonstrated and repeatable performance over a period of time in a real situation, which is typically the trainee's workplace.
- 5 This standard is complementary to Unit 7108, *Deliver on-job training for adult trainees* or Unit 7114, *Coach adult learner(s)*. This standard recognises that people themselves bear the responsibility for adapting and applying their skills, knowledge, and other attributes competently to new contexts, but that educators and mentors/supervisors can assist by making the learner aware of the need for transfer and/or by providing opportunities for effective transfer of competence into new contexts.

Outcomes and performance criteria

Outcome 1

Prepare to assist trainees to transfer competence into new contexts.

Performance criteria

- 1.1 Coaching and/or induction programme is prepared to ensure it provides contexts appropriate for developing competence.
- 1.2 Each trainee's current level of competence is determined in consultation with stakeholders.
- 1.3 Each trainee's expected performance outcomes in the new contexts are determined in consultation with stakeholders.
- 1.4 Links between the expected performance outcomes of the previous context and of the new contexts are identified for each trainee.

Outcome 2

Assist trainees to transfer competence into new contexts.

Performance criteria

- 2.1 Each trainee's performance in the new contexts is supported by provision of example, instruction, practice, and feedback.
- 2.2 Opportunities for continued development are matched to expected outcomes.

2.3 Guidance and feedback are provided to meet each trainee's requirements for availability, focus, and technical assistance.

2.4 Each trainee is supported to apply previous learning and/or experience to new contexts.

Outcome 3

Review trainees' performances in new contexts.

Performance criteria

3.1 Each trainee is supported in identifying how own relevant skills, knowledge, and other attributes are meeting performance requirements in the new context.

Range evaluation may include but is not limited to – formal and/or informal feedback.

3.2 Actions required to address performance gaps for each trainee are identified and are agreed to by the trainee and other stakeholders.

Planned review date	31 December 2022
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	30 March 2006	31 December 2015
Review	2	18 June 2010	31 December 2019
Rollover and Revision	3	20 March 2014	31 December 2019
Review	4	28 September 2017	N/A

Consent and Moderation Requirements (CMR) reference	0045
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.