

Title	Facilitate adult literacy and numeracy skills development using information communication technology		
Level	5	Credits	10

Purpose	<p>This unit standard is for people with or developing specialist expertise to improve the literacy and numeracy of adult learners in Aotearoa New Zealand through the use of information communication technology (ICT).</p> <p>People credited with this unit standard are able to describe how ICT learning and teaching is used to assist adult learners to acquire and develop literacy and numeracy skills; anxieties around use of ICT for adult learners; and plan, facilitate, and evaluate a literacy and numeracy skills ICT programme for adult learners.</p>
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Classification	Adult Education and Training > Adult Literacy and Numeracy Education
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Available grade	Achieved
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Explanatory notes

- 1 For the purposes of this unit standard, adult literacy and numeracy education includes design, delivery, assessment, and evaluation.
- 2 *Learning Progressions for Adult Literacy and Numeracy* (Tertiary Education Commission, 2008) and supporting professional development resources should be referred to within the context of this unit standard.
- 3 The settings for adult literacy and numeracy education may include but are not limited to – community, marae-based, whānau (extended family) literacy, family (nuclear family) literacy, pre-employment, workplace, integrated with vocational education, and industry training.
- 4 All activities associated with this unit standard must comply with the provisions of relevant legislation, including but not necessarily limited to: Human Rights Act 1993, Privacy Act 1993, and where appropriate, Health and Safety in Employment Act 1992.
- 5 When assessing against this unit standard, the privacy and rights of stakeholders must be respected at all times. Stakeholders may include but are not limited to – learners, whānau, hāpu, iwi, organisations, private training providers, industry training organisations, unions, employers, standard setting bodies, tertiary education institutions.

6 Definitions

Programme refers to a sequence of lessons with agreed outcomes and timeframes that covers teaching, learning, delivery and assessment strategies to meet the literacy needs and development of the adult learners.

ICT activities refer to computer applications such as – word processing, PowerPoint, spread sheets, email, internet, mobile phones.

- 7 The credits of this unit standard have been allocated on the basis that the candidate already has the necessary technology skills to a higher level than that being taught, and most, if not all, of the technology skills will need to be taught to the learner, as well as the literacy skills.

Outcomes and evidence requirements

Outcome 1

Describe how ICT learning and teaching is used to assist adult learners to acquire and develop literacy and numeracy skills.

Evidence requirements

- 1.1 Description includes how ICT teaching and learning relates to adult literacy and numeracy development.
- 1.2 Description includes contemporary examples of ICT used in adult literacy and numeracy.
- 1.3 Description includes a discussion of the cultural and contextual nature of ICT use in adult learning and teaching.

Outcome 2

Describe anxieties around use of ICT for adult learners.

Evidence requirements

- 2.1 Description includes a discussion of anxiety around ICT use experienced by learners and the potential causes.
- 2.2 Description includes strategies for overcoming anxiety experienced by learners around the use of ICT.

Outcome 3

Plan a literacy and numeracy skills ICT programme for adult learners.

Evidence requirements

- 3.1 Plan includes agreed learning outcomes and timeframes between the candidate and learners.

- 3.2 Plan incorporates a variety of ICT supported teaching strategies based on an understanding of adult literacy and numeracy development and the assessed literacy needs of the learners in the group.
- Range literacy needs of learners may include but is not limited to – listening, speaking, reading, writing.
- 3.3 Plan includes use of ICT resources that meet delivery and the literacy and numeracy needs of learners.
- 3.4 Plan includes the development of the learners' independent learning strategies, using ICT.
- 3.5 Plan describes the management of whole group, small group, and individualised learning activities.
- 3.6 Plan includes learning activities contextualised to relevant adult learner needs and setting.
- Range learning activities – at least two for each of reading, writing, listening and speaking, numeracy.

Outcome 4

Facilitate a literacy and numeracy skills ICT programme for adult learners.

- Range a minimum of six learning activities – three literacy and three numeracy; at least two forms of technology must be demonstrated; ICT activities are used to develop reading, writing and numeracy skills. These may be delivered separately or simultaneously.

Evidence requirements

- 4.1 Use of ICT strategies and activities responds to the variety of learner skills and needs.
- 4.2 Literacy skills development includes assisting learners to develop reading skills.
- Range reading skills include but are not limited to – identifying main points and ideas, skimming, scanning, using organisational features, recognising specialist keywords, relating images to text.
- 4.3 Literacy skills development includes assisting learners to develop writing skills.
- Range writing skills include but are not limited to – production of writing and development of spelling and grammar skills, organising planning and sequencing, drafting, proof-reading and revision, using different styles, different text types.

4.4 Numeracy skills development includes assisting learners to develop number sense, measurement, reasoning statistically.

Range may include but is not limited to – data handling, percentages and basic formulae.

4.5 Presentation skills development includes using language and visual text, selecting, organising, and communicating information and ideas.

Range may include but is not limited to – data handling, percentages and basic formulae, clarity of delivery.

Outcome 5

Evaluate effectiveness of the literacy and numeracy ICT programme for adult learners.

Evidence requirements

5.1 Evaluation includes a process of critical reflection on the effectiveness of the ICT teaching strategies and learning activities used to achieve individual learning goals and objectives.

Replacement information	This unit standard replaced unit standard 21203.
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This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	21 May 2010	31 December 2018
Rollover and Revision	2	20 June 2013	31 December 2018
Review	3	15 September 2016	31 December 2018

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>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

This unit standard is expiring