

Title	Develop a programme to meet literacy and numeracy needs of a group of adult learners		
Level	6	Credits	8

Purpose	<p>This unit standard is for people with expertise in adult literacy and/or numeracy education, whose prime purpose is to improve the literacy and numeracy of learners in a range of settings: training, educational, community, or workplace.</p> <p>People credited with this unit standard are able to: identify and describe the outcomes of a literacy and numeracy programme; plan the identification of learner needs for the literacy and numeracy programme; design a programme to meet literacy and numeracy needs of adult learners in an organisational context; and plan teaching and learning modules to meet outcomes of a literacy and numeracy programme.</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, the domain Adult Literacy and Numeracy Education includes design, delivery, assessment, and evaluation.
- 2 *Learning Progressions for Adult Literacy* (Tertiary Education Commission, 2008), *Learning Progressions for Adult Numeracy* (Tertiary Education Commission, 2008), and supporting professional development resources should be referred to within the context of this unit standard.
- 3 **Definitions**
Programme refers to the content of a course: the topics, tasks, and activities that together form the teaching and learning within a course. For this unit standard, programme does not include enrolment or pastoral care processes but may include work experience where relevant.
Teaching and learning modules refer to self-contained segments that with other such segments constitute an educational course or training programme.
Stakeholders refer to both internal and external people who are involved in the organisation.
Diagnostic (assessment) refers to an assessment done to identify possible strengths and weaknesses of individual students. It is used to inform teaching programmes. It may be broad or specific and can take place at any time in a programme.

Formative (assessment) refers to the activities undertaken on an on-going basis during a course or programme intended to provide feedback on progress to the learner and the educator.

Learning activities refer to opportunities between educators and learners, or learners and learners, to apply teaching methods and use resources which promote new or enhanced understanding of concepts.

Learner group refers to three or more people with diverse literacy needs, who may include but are not limited to learners with English as an additional language.

Summative (assessment) refers to an assessment done at the end of an identified group of learning activities to establish learner achievement and to inform programme development.

Organisational context refers to industry training organisations, institutes of technology, polytechnics, private training establishments, ngā wānanga, community, or the workplace.

Outcomes and evidence requirements

Outcome 1

Identify and describe the outcomes of a literacy and numeracy programme.

Evidence requirements

- 1.1 Literacy and numeracy outcomes are identified and described to address requirements of internal and external stakeholders.
- Range requirements may include but are not limited to those which are vocation-based.
- 1.2 Programme outcomes are described to address anticipated literacy and numeracy needs of learners.

Outcome 2

Plan the identification of learner needs for the literacy and numeracy programme.

Evidence requirements

- 2.1 Plan includes a description of programme diagnostic assessments and the rationale for their selection.
- 2.2 Plan includes strategies to modify course outcomes to address learners' literacy and numeracy needs, and learner feedback.
- 2.3 Plan includes a process for developing a profile of the learner group, and recording learner needs in accordance with an organisational context.

Outcome 3

Design a programme to meet literacy and numeracy needs of adult learners in an organisational context.

Evidence requirements

3.1 Environmental factors, influences and/or constraints on programme design are identified and addressed.

Range environmental factors, influences and/or constraints may include but are not limited to – funding guidelines, requirements of stakeholders.

3.2 The identification of learner needs is described in terms of organisational requirements.

3.3 A sequence and scope of teaching and learning modules to meet programme outcomes are described in accordance with an organisational context.

Outcome 4

Plan teaching and learning modules to meet outcomes of a literacy and numeracy programme.

Evidence requirements

4.1 Rationale for scope and sequence of modules is explained in relation to learning context and learners.

4.2 Plan includes a rationale for programme components.

Range programme components include but are not limited to – delivery options, resources, formative assessment, summative assessment, review, evaluation.

4.3 The selection of differentiated teaching and learning activities are justified in terms of individual learner and group needs.

Range evidence of two activities.

4.4 Process for evaluation of programme and use of evaluation outcomes to improve programme are described.

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	15 April 2011	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

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 (CMRs). 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