**Title**
Describe adult literacy and numeracy education in Aotearoa New Zealand

**Level**
5

**Credits**
5

**Purpose**
This unit standard is for existing education practitioners who seek to develop the literacy and numeracy skills of adult learners within the content of a training or education programme.

People accredited with this unit standard are able to describe adult literacy and numeracy education in Aotearoa New Zealand.

This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) [Ref: 2754], and the New Zealand Certificate in Adult Literacy and Numeracy Education (Educator) [Ref: 2755].

**Classification**
Adult Education and Training > Adult Literacy and Numeracy Education

**Available grade**
Achieved

**Explanatory notes**

1. For the purposes of this unit standard, adult literacy and numeracy education includes design, facilitation, assessment, and evaluation.

2. A training or an education 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. It is a programme with actual learners for which the candidate for this unit standard is responsible. Such a programme may be vocational and may take place in the workplace. It excludes a specialist literacy, numeracy and/or ESOL (English for Speakers of Other Languages) programme.

3. 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 may include the Health and Safety at Work Act 2015, Privacy Act 1993, Human Rights Act 1993, and Copyright Act 1994, and the Vulnerable Children Act 2014, and any subsequent amendments.
4 References

Learning Progressions for Adult Literacy (Tertiary Education Commission, 2008), Learning Progressions for Adult Numeracy (Tertiary Education Commission, 2008), and supporting professional development resources.

5 For the purposes of outcome 1, adult literacy and numeracy definitions can be sourced from the latest Organisation for Economic Co-operation and Development (OECD) international Survey of Adult Skills (PIAAC). Candidates must give publication details of adult literacy and numeracy definitions being described.

6 Definitions

Adult literacy and numeracy frameworks refers to robust use of tools and resources and a set of guiding principles by which an approach to adult literacy and numeracy provision could be developed. Candidates refers to those people who are undertaking assessment against this unit standard. Impact of colonisation in Aotearoa New Zealand refers to the effects of British cultural domination during the 19th and first half of the 20th century. These effects are on current political, social, economic and education structures, including adult literacy and numeracy education. Embedded literacy and numeracy refers to teaching and learning of adult literacy and numeracy within the context and task of another subject or skill e.g. panel-beating. Established adult literacy and numeracy definitions refers to organisational and individual concepts of adult literacy and numeracy, which are published. Learners refers to those people receiving embedded adult literacy and numeracy education.

Outcomes and evidence requirements

Outcome 1

Describe adult literacy and numeracy education in Aotearoa New Zealand.

Evidence requirements

1.1 Established adult literacy and numeracy definitions are described in terms of similarities and differences, and the relevance to the candidate’s context.

Range established adult literacy and numeracy definitions for – Māori, Pasifika, literacy, numeracy, embedded literacy and numeracy, and may include but are not limited to – ESOL, critical literacy and numeracy; a minimum of six definitions.

1.2 Adult literacy and numeracy frameworks are described in terms of purpose, content, relevance to and implications for the candidate’s own training and/or education programme.
Range frameworks include – Māori, Pasifika, Learning Progressions for Adult Literacy, Learning Progressions for Adult Numeracy, and may include but are not limited to – ESOL, youth; evidence of five frameworks.

1.3 Factors associated with low levels of adult literacy and numeracy in Aotearoa New Zealand are described in terms of their impact on individual learners and the wider New Zealand context.

Range contexts may include but are not limited to – community, intensive literacy and numeracy programmes, marae-based, whānau (family/extended family), pre-employment, workplace, vocational education, and industry training; factors include but are not limited to – the impact of colonisation in Aotearoa New Zealand, and may include – socio economic factors, cycles of poverty; evidence of three factors.

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<tr>
<th>Replacement information</th>
<th>This unit standard and 29626 replaced unit standard 21191.</th>
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<td>This unit standard and unit standards 29623, 29624, 29625, and 29628 replaced unit standard 21204.</td>
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| Planned review date | 31 December 2021 |

Status information and last date for assessment for superseded versions

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<th>Process</th>
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<th>Date</th>
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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 (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.

**Comments on this unit standard**

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