## Title
Design adult literacy and numeracy contextualised assessments and processes

### Level
5  
Credits 5

### Purpose
This unit standard is for education practitioners who seek to develop literacy and numeracy teaching expertise in adult literacy and numeracy education.

People accredited with this unit standard are able to design adult literacy and numeracy contextualised assessments and processes.

This unit standard has been developed primarily for assessment within programmes leading to 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

### Entry information

<table>
<thead>
<tr>
<th>Recommended skills and knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>29622, Describe adult literacy and numeracy education in Aotearoa New Zealand; 29623, Design strategies to embed adult literacy and numeracy in the delivery of a training or education programme; and 29624, Plan and facilitate embedded adult literacy and numeracy in a training or education programme; or demonstrate equivalent knowledge and skills.</td>
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</tbody>
</table>

### Explanatory notes

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

2. 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.
3 References
Learning Progressions for Adult Literacy (Tertiary Education Commission, 2008),
Learning Progressions for Adult Numeracy (Tertiary Education Commission, 2008),
and supporting professional development resources.

4 Definitions
Candidates refers to those people who are undertaking assessment against this unit
standard.
Contextualised assessments refers to assessments which reflect the vocational,
workplace or community context, e.g. plumbing, timber processing, hairdressing,
budgeting.
Diagnostic (assessment) refers to assessment done to identify possible strengths
and weaknesses of individual learners. It may be broad or specific and can take
place at any time in a programme.
Formative (assessment) refers to activities undertaken on an on-going basis during a
course of a programme intended to provide feedback on progress to the learner and
educator.
Learners refers to those people receiving adult literacy and numeracy education.
Non-contextualised assessments refers to generic assessments.
Pasifika refers to a diverse group of Pacific nations including Samoa, Tonga, Cook
Islands, Tokelau, Niue, Fiji and Tuvalu.
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.

Outcomes and evidence requirements

Outcome 1
Design adult literacy and numeracy contextualised assessments and processes.

Range  evidence of a minimum of six contextualised assessments, consisting of
contextualised diagnostic and related formative and summative assessments;
a minimum of three for each of literacy and numeracy for a group of learners
and two individuals.

Evidence requirements

1.1 Assessments and assessment processes are relevant for the identified
assessment type and purpose.

1.2 Assessments address the literacy and numeracy needs of learners.

1.3 Assessments are relevant to the identified literacy and numeracy demands of a
range of learning contexts.

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;
evidence of three contexts, one for a group of learners and one for
each of the two individual learners.
1.4 Assessments include opportunities for learner-self and collaborative assessment.

1.5 Assessment processes address environmental and affective factors that impact on assessment of adult learners.

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**Replacement information**

This unit standard and unit standard 29625 replaced unit standard 21194.

**Planned review date**

31 December 2021

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**Status information and last date for assessment for superseded versions**

<table>
<thead>
<tr>
<th>Process</th>
<th>Version</th>
<th>Date</th>
<th>Last Date for Assessment</th>
</tr>
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<tbody>
<tr>
<td>Registration</td>
<td>1</td>
<td>15 September 2016</td>
<td>N/A</td>
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</tbody>
</table>

**Consent and Moderation Requirements (CMR) reference**

0045


**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 nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.