

<b>Title</b>	<b>Design and prepare adult learning sessions for a variety of contexts</b>		
<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>12</b>

<b>Purpose</b>	<p>People credited with this unit standard are able to design learning sessions for diverse adult learners, including identifying learning outcomes and facilitation context(s), and determining evaluation tools and processes.</p> <p>This unit standard has been developed as part of a recommended pathway to the New Zealand Certificate in Adult and Tertiary Teaching (Level 5) [Ref: 2993].</p>
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<b>Classification</b>	Adult Education and Training > Design and Development of Adult Education and Training
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<b>Available grade</b>	Achieved
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### Guidance Information

- 1 Range
 

Evidence of designing and preparing for four different learning sessions is required for this unit standard. Each learning session must be at least 30 minutes duration. The four different learning sessions must cover at least two different contexts and a minimum of six individual adult learners between them.
- 2 Candidates must act professionally, ethically, and with culturally appropriate educational practices 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 2020,
  - Human Rights Act 1993,
  - Copyright Act 1994,
  - Children's Act 2014,
  - and any subsequent amendments.
- 3 Definitions
 

*Candidate* is the person who is being assessed against this standard.

*Contexts* may be different physical settings (including workplace/industry specific), approaches to facilitation, or learner profile.

*Learner* is the person who the candidate is providing learning opportunities for.

*Learner diversity* must include considerations related to building language, literacy and numeracy.

*Learning demands* refers to the purpose and scope of learning.

*Learning session* is a learning event that can be part of a course or workplace learning, but has its own internal coherence in terms of outcomes and subject matter coverage, and is sufficiently discrete to be able to stand on its own.

*New Zealand frameworks* may include but are not limited to – Māori and Pasifika learning frameworks, the Learning Progressions for Adult Literacy and Numeracy, the New Zealand Qualifications Framework, workplace/industry specific frameworks, international frameworks relevant to the context.

*Stakeholder* may include – internal and external colleagues, learners and clients.

*Technology enhanced teaching and learning* means use of technology appropriate to the diversity of learners, assessment and/or context.

## Outcomes and performance criteria

### Outcome 1

Define parameters for learning sessions.

#### Performance criteria

- 1.1 Purpose for and scope of learning are identified in accordance with stakeholder needs.
- 1.2 Measurable and observable learning outcomes are developed in accordance with stakeholder requirements.
- 1.3 Potential learners and context(s) for adult learning sessions are identified in accordance with stakeholder needs.
- Range learners may include but are not limited to – Māori, Pasifika, youth, English language learners.
- 1.4 The needs, strengths and goals of learners are identified in relation to the learning demands of the context.
- 1.5 Any constraints to facilitation of learning sessions are identified and addressed in accordance with stakeholder requirements.
- Range may include but is not limited to – time, financial, resources, organisational.

### Outcome 2

Design learning sessions to achieve learning outcomes.

#### Performance criteria

- 2.1 Teaching and learning content and activities are designed in accordance with learner diversity and contexts, stakeholder requirements, learning outcomes, and constraints.

2.2 Learning session design includes a range of strategies, including technology enhanced teaching and learning, based on adult education theories and New Zealand frameworks.

2.3 Plans for learning sessions are in accordance with stakeholder requirements.

Range may include but is not limited to – sequence, times, content, activities, assessment strategies.

2.4 Learning session resources are fit for purpose and address diverse learners' and stakeholder requirements.

### Outcome 3

Select evaluation tools and processes for the learning sessions.

Range may include but is not limited to evaluation of – learning session design, content, resources, facilitation, assessment, transferability.

### Performance criteria

3.1 At least three types of evaluation tools and processes are selected and justified in terms of their suitability for the learning sessions.

Range may include but is not limited to – questionnaire, stakeholder (including learner) feedback, self-evaluation, focus group, observation.

<b>Planned review date</b>	31 December 2027
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### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	19 January 2017	31 December 2023
Review	2	30 June 2022	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	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 Toitū te Waiora Community, Health, Education and Social Services Workforce Development Council [info@toitutewaiora.nz](mailto:info@toitutewaiora.nz) if you wish to suggest changes to the content of this unit standard.