

<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>This standard is for those who wish to become professional adult and tertiary teaching practitioners.</p> <p>People credited with this unit standard are able to design learning sessions for diverse adult learners, including identifying learning outcomes and delivery context(s), and determining evaluation tools and processes.</p> <p>This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Adult and Tertiary Teaching (Level 5) [Ref: 2993].</p>
----------------	--

<b>Classification</b>	Adult Education and Training > Design and Development of Adult Education and Training
-----------------------	---

<b>Available grade</b>	Achieved
------------------------	----------

<b>Entry information</b>	
<b>Recommended skills and knowledge</b>	The New Zealand Certificate in Adult and Tertiary Teaching (Level 4) [Ref: 2746] provides underpinning skills and knowledge and it is recommended that candidates hold that qualification or are able to demonstrate equivalent knowledge and skills before assessment against this standard.

**Explanatory notes**

- 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.  
*New Zealand frameworks* may include but are not limited to – Māori and Pasifika learning frameworks, the Learning Progressions for Adult Literacy and Numeracy, workplace/industry specific frameworks, international frameworks relevant to the context.  
*Stakeholder* may include – internal and external colleagues, learners and clients.

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,
- Copyright Act 1994,
- Vulnerable Children 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 is taught/trained by the candidate.

*Learner needs* include those related to building language, literacy and numeracy.

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

*Learning session* is a learning or training event that can be part of a course or programme, 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.

## Outcomes and evidence requirements

### Outcome 1

Define parameters for learning sessions.

### Evidence requirements

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 delivery 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 delivery of learning sessions are identified and addressed in accordance with stakeholder requirements.

Range may include but are not limited to – time, financial, resources, organisational.

**Outcome 2**

Design learning sessions to achieve learning outcomes.

**Evidence requirements**

- 2.1 Teaching and learning content and activities are designed in accordance with stakeholder requirements, learning outcomes, learner needs and delivery contexts, and constraints.
- 2.2 Learning session design includes a range of delivery strategies 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 are 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 are not limited to evaluation of – learning session design, content, resources, delivery, assessment, transferability.

**Evidence requirements**

- 3.1 Types of evaluation tools and processes are selected and justified in terms of their suitability for the learning sessions.
- Range may include but are not limited to – questionnaire, stakeholder (including learner) feedback, self-evaluation, focus group, observation; evidence of a minimum of three.

<b>Planned review date</b>	31 December 2021
----------------------------	------------------

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

Process	Version	Date	Last Date for Assessment
Registration	1	19 January 2017	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	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.

---

**Comments on this unit standard**

Please contact NZQA National Qualifications Services [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.