

Title	Describe principles and theories of adult learning		
Level	4	Credits	6

Purpose	<p>This standard is for those who need the foundation knowledge, skills and attributes required for adult and tertiary educators.</p> <p>People credited with this unit standard are able to describe principles and theories of adult learning.</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 4) [Ref: 2746].</p>
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Classification	Adult Education and Training > Delivery of Adult Education and Training
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Available grade	Achieved
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Explanatory notes

- 1 Range
Sufficient evidence for this unit standard will be three theories of adult learning and their applicability to current adult learning practice. Theories may include but are not limited to learning styles theories, neural pathways theory, multiple intelligences, behaviourism, cognitivism, constructivism, social learning theory.
- 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.
Learner is the person who is taught/trained by the candidate.

Outcomes and evidence requirements

Outcome 1

Describe principles and theories of adult learning.

Evidence requirements

1.1 Principles and theories of adult learning are described in terms of how adults learn.

Range principles and theories may include but are not limited to those found in the work of – Jean Piaget, Malcolm Knowles, Jack Mezirow, Karen E Watkins and Victoria J Marsick, David A. Kolb, Gilly Salmon.

1.2 Adult learning is described in terms of the New Zealand context and underpinning framework(s).

Range frameworks may include but are not limited to – Learning Progressions for Adult Literacy and Numeracy.

1.3 Principles and theories of adult learning are described in relation to own adult teaching context.

Replacement information	This unit standard replaced unit standard 7102.
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Planned review date	31 December 2021
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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	N/A

Consent and Moderation Requirements (CMR) reference	0045
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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 nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.