

Title	Deliver learning sessions for adults		
Level	4	Credits	14

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 prepare to deliver and deliver learning sessions for adult learners.</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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Entry information	
Recommended skills and knowledge	Unit 7093, <i>Plan for delivery of learning sessions for adults</i> , and Unit 29690, <i>Describe principles and theories of adult learning</i> .

Explanatory notes

- 1 Range
Evidence of the delivery of three different learning sessions is required for this unit standard. Each session must be at least 30 minutes teaching or training time in duration. Each session must be observed by someone with appropriate knowledge of adult education and training in the delivery context, this could be the assessor. *Learner-centred adult learning principles* may include – self-motivation, autonomy, critical reflection, own goal-setting, negotiation, self-assessment.
- 2 The delivery plan referred to in this unit standard may come from that created for Unit 7093, *Plan for delivery of learning sessions for adults*.
- 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,
 - Copyright Act 1994,

- Vulnerable Children Act 2014,
- and any subsequent amendments.

4 Definitions

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

Deliver learning sessions includes assessment.

Learner is the person who is taught/trained by the candidate.

Learner needs refers to those related to building language, literacy and numeracy; and may include those related to meeting the needs of youth, Māori and Pasifika.

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.

Learning styles refers to the different ways people learn.

Organisational requirements refer to the policies, procedures and reporting requirements of the provider and/or client organisation.

Quality assurance means a process of monitoring assessment to ensure that it is valid, consistent, fair and sufficient and supports equitable outcomes for all learners.

Depending on the context, it may also be called moderation, verification, validation, audit, or other similar terms. Quality assurance activities may include combinations of discussion with and observations of assessors, meetings of assessors, analysis of assessment documents and materials and assessor decisions.

Outcomes and evidence requirements

Outcome 1

Prepare to deliver learning sessions for adults.

Evidence requirements

- 1.1 Supporting material that assists achievement of the learning outcomes in accordance with the delivery plan is prepared.

Range includes but is not limited to – training plan, venue details, resources, training evaluation material.

- 1.2 Barriers to learning and differences in learning styles are prepared for.

Range learner barriers such as literacy and numeracy; external barriers such as venue, classroom dynamics.

- 1.3 Stakeholder and quality assurance requirements are met through the learning plans used.

Outcome 2

Deliver learning sessions for adults.

Evidence requirements

2.1 A learner-centred delivery environment is created that is culturally safe, inclusive and meets the diverse needs of the learners.

Range learner-centred environment may include but is not limited to – learner participation, resource availability, pace of delivery, two-way communication, monitoring progress, managing distractions and behaviours, assessment opportunities.

2.2 Learning outcomes, sequence of learning activities, intended assessment processes, and any potential post-session application of learning are provided to learners in accordance with the delivery plan.

2.3 A range of learner-centred adult learning principles and processes are used to achieve learning outcomes and address learner needs in accordance with the delivery plan.

2.4 Assessment methods are used that measure learners' achievement of the learning outcomes of the session in accordance with the delivery plan.

Range includes – formative assessment;
may include – summative assessment.

2.5 Review and evaluation during and after each learning session are carried out in accordance with the delivery plan.

Replacement information	This unit standard replaced unit standard 19444.
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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.