

Title	Plan for delivery of learning sessions for adults		
Level	4	Credits	10

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 identify learning outcomes and select content in order to plan learning sessions for delivery to adults.</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 > Design and Development of Adult Education and Training
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Available grade	Achieved
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Entry information	
Recommended skills and knowledge	Unit 29690, <i>Describe principles and theories of adult learning.</i>

Explanatory notes

Range

Evidence of planning three different learning sessions is required for this unit standard. Each learning session must be at least 30 minutes teaching or training time in duration.

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

- 2 This standard underpins Unit 29692, *Deliver 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.

Contextualised learning is when subject matter is related to real world situations relevant to the learners.

Delivery of learning sessions includes assessment.

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

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.

Plan is part of designing for learning. Depending on the context, planning may build on existing plans and resources to meet learner needs.

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 but are not limited to – combinations of discussion with and observations of assessors, meetings of assessors, analysis of assessment documents and materials and assessor decisions.

Stakeholders refer to the tutor/ trainer, learners, provider, and/or client organisation(s).

Outcomes and evidence requirements

Outcome 1

Identify learning outcomes for adult learning sessions.

Evidence requirements

- 1.1 Learning outcomes for the learning sessions are identified in accordance with stakeholders' requirements.
- 1.2 Identified learning outcomes are achievable within the specified timeframes of the learning sessions and include observable and measurable statements of performance.
- 1.3 Anticipated learning needs of the learners are identified in accordance with the learning outcomes and demands of the learning sessions.

Outcome 2

Select adult learning session content.

Evidence requirements

- 2.1 The learning session content is selected to match defined learning outcomes, level(s) of learner competency, learner needs, and available time and resources.

- 2.2 The selected content for each learning session is sequenced to facilitate the achievement of learning outcomes.

Outcome 3

Plan delivery processes of adult learning sessions.

Evidence requirements

- 3.1 The anticipated learner needs are accommodated in the planned delivery processes.

- 3.2 Delivery processes are planned to enable contextualised learning and the achievement of learning outcomes.

- 3.3 Assessment is planned and assessment activities are selected to measure learners' performance against learning outcomes and comply with quality assurance requirements.

Range includes – formative assessment, opportunities for learner self-reflection;
may include – summative assessment, literacy and numeracy diagnostic tool assessment.

- 3.4 Availability of resources that match the planned delivery processes and assessment methods is confirmed.

Range includes but is not limited to – physical resources, tutor/trainer capability;
may include – financial resources.

- 3.5 Planning includes provision for learners to reflect on their learning experience in accordance with the learning outcomes.

Range reflection may include but is not limited to – practising, giving and receiving feedback.

- 3.6 Review and evaluation of learning sessions is planned and documented to meet stakeholder requirements.

Range self-review, stakeholder feedback.

- 3.7 Quality assurance requirements for learning sessions are planned and documented to meet stakeholder requirements.

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	28 May 1996	31 December 2015
Review	2	18 December 2002	31 December 2015
Review	3	18 June 2010	N/A
Rollover and Revision	4	20 March 2014	N/A
Review	5	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.