

Title	Facilitate learner-led interactive learning sessions for adult learners		
Level	6	Credits	12

Purpose	People credited with this unit standard are able to prepare to facilitate, facilitate, and review learner-led interactive learning sessions for adult learners.
----------------	---

Classification	Adult Education and Training > Delivery of Adult Education and Training
-----------------------	---

Available grade	Achieved
------------------------	----------

Guidance Information

1 Definitions

A positive learning environment that is culturally safe and inclusive is one that ensures that the cultural background and needs of individuals and groups are identified, recognises and respects those backgrounds and associated values, and takes pro-active steps to meet the identified needs so that the learning outcomes can be achieved to the fullest extent of each learner's capabilities.

ICT means information and communication technologies.

Learner-led interactive learning sessions are characterised by the emphasis on learner-learner interactions – learners participating, collaborating, and interacting with other learners rather than a predominance of tutor-learner interactions. They are distinctive from presentations in that learning is facilitated through a majority of learner-led interaction, rather than lecturing. The tutor is more likely to be used as a reference point and a resource when needed. The tutor's role is to provide a brief then facilitate and support the learners as they proceed through the interaction and reach their own conclusions.

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

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

Stakeholders refer to the learner, and may also include managers, supervisors, and colleagues.

2 Range

Evidence of three interactive learning sessions with different content, each of at least 30 minutes duration, is required.

3 Assessment against this standard is subject to compliance with organisational requirements.

- 4 It is recommended that this unit standard is assessed against in conjunction with other unit standards in the *Delivery of Adult Education and Training* domain.
- 5 For a unit standard on the design of learning sessions refer to Unit 7093, *Plan for delivery of learning sessions for adults*. For the assessment of an individual's learning refer to Unit 30421, *Carry out assessments against standards to make judgements of learner performance*.

Outcomes and performance criteria

Outcome 1

Prepare to facilitate learner-led interactive learning sessions for adult learners.

Performance criteria

- 1.1 Learner needs and intended delivery methods are included in the preparation of the learning environment.

Range includes but is not limited to – access, assembling support materials, checking equipment, booking facilities, lay-out.
- 1.2 Session is structured to include learner-led activities to aid the achievement of learning outcomes that match the identified learner needs.
- 1.3 Resources are selected and prepared to match learning outcomes and to accommodate the expected range of learning styles.

Range evidence of three is required.
- 1.4 Criteria for reviewing interactive learning sessions are established and documented in accordance with organisational requirements.

Outcome 2

Facilitate learner-led interactive learning sessions for adult learners.

Performance criteria

- 2.1 Learning outcomes and assessment processes are discussed with target audience and possible learning barriers identified.
- 2.2 Facilitation strategies to promote individual participation, group interaction, the opportunity to practice, and reinforcement of key points are incorporated into the facilitation.
- 2.3 Facilitation of the session is modified (if necessary) as contingencies arise in the learning situation, resource availability, learner needs, and time constraints.

2.4 A positive learning environment that is culturally safe and inclusive is created and maintained.

Range positive learning environment includes but is not limited to – participation, resource availability, pace, two-way communication, a monitoring process, assessment opportunities.

2.5 Assessment is used to measure learners' achievement of the learning outcomes of the session.

Range includes – formative assessment, self-assessment; may include – summative assessment.

Outcome 3

Review learner-led interactive learning sessions for adult learners.

Performance criteria

3.1 Stakeholder feedback on the learner-led interactive learning sessions is sought and analysed against review criteria.

Range may include but is not limited to – interaction, achievement of outcomes, organisation, delivery, content, location.

3.2 Stakeholder feedback and self-review of the learner-led interactive learning sessions are analysed, and recorded in accordance with organisational requirements, and any areas for future refinement are identified.

Range stakeholder feedback and self-review include – documentation of action plans, facilitation process, provision of learner support.

Planned review date	31 December 2022
----------------------------	------------------

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	28 May 1996	31 December 2011
Review	2	25 May 2004	31 December 2011
Review	3	18 June 2010	31 December 2011
Revision	4	22 October 2010	31 December 2019
Rollover and Revision	5	20 March 2014	31 December 2019
Review	6	28 September 2017	N/A

Consent and Moderation Requirements (CMR) reference	0045
--	------

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

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.