

<b>Title</b>	<b>Critically evaluate and improve own professional knowledge and practice in adult education and training</b>		
<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>8</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 critically evaluate own professional knowledge and practice, and plan and use strategies to improve it.</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 > Delivery 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**

- 1 Range  
Evidence of evaluating own practice must be gathered over a sustained period of time that enables reflection and ongoing personal development.
- 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.

*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.

*Stakeholder* refers to internal and external professional colleagues, learners and clients.

**Outcomes and evidence requirements****Outcome 1**

Critically evaluate own teaching or training practice in design, delivery and evaluation of adult education and training.

**Evidence requirements**

- 1.1 Own practice is critically evaluated against criteria for good practice, and development needs are identified.

Range good practice may include but is not limited to – positive engagement with learner(s) and colleagues, variation of teaching or training methodologies, cohesion in learning sessions, programme based on learner needs, opportunities for learner interaction, thorough preparation, clear instructions and expectations, negotiated curriculum, educator behaviour and attitudes which may include but are not limited to – respect for the learner as an adult, reflection, self-evaluation, fairness, continuous improvement;  
a minimum of five examples of good practice is required.

- 1.2 Feedback from stakeholders is gathered, analysed and used to assist in developing professional practice to meet professional development needs and goals.

Range a minimum of three different stakeholders.

- 1.3 Formal and informal networks are used to inform own professional knowledge and practice.

**Outcome 2**

Develop a plan to improve teaching or training performance to align with professional goals and objectives.

Range may include but is not limited to – own career aspirations, organisational goals and objectives.

**Evidence requirements**

- 2.1 Personal development needs and goals are identified in the plan to align with professional goals and objectives.
- 2.2 Strategies for improvement and timeframes for implementation are developed to meet identified needs and goals.
- 2.3 Plan is reviewed, including incorporating input from key stakeholders, and agreed in accordance with organisational procedures.

**Outcome 3**

Implement and evaluate strategies to improve own professional knowledge and practice.

**Evidence requirements**

- 3.1 Activities that align with identified professional needs and goals, and strategies for improvement are undertaken in accordance with the implementation timeframes.
- 3.2 Self-review and stakeholder feedback are used to evaluate the effectiveness of the strategies in the improvement plan and to identify any further areas for improvement.

<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	28 May 1996	31 December 2015
Revision	2	13 November 2003	31 December 2015
Review	3	12 December 2008	N/A
Rollover and Revision	4	26 June 2013	N/A
Review	5	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 (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](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.