

Title	Create and maintain a positive learning environment for adult learners		
Level	4	Credits	6

Purpose	People credited with this unit standard are able to: prepare a positive learning environment to suit the characteristics of adult learners; create and maintain a positive learning environment for adult learners; and review the creation and maintenance of a positive learning environment for adult learners.
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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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Guidance Information

1 Definitions

Culturally safe and inclusive means ensuring that the cultural background and needs of individuals and groups are identified, recognising and respecting those backgrounds and associated values, and taking proactive steps to meet the identified needs so that the learning outcomes can be achieved to the fullest extent of each learner's capabilities.

A positive learning environment is one that is culturally safe and inclusive, and encourages learners to achieve their potential, identifies and accommodates their individual needs and learning preferences, and deals sensitively with issues that arise within groups.

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 creating and maintaining an environment for three different learning/training sessions, each of at least 30 minutes training time, or a number of sessions to a minimum of 90 minutes total is required.

It is essential that the learning environment providing evidence for this standard is not simulated and is created in a real context, which has not been artificially created for assessment purposes.

Each session must be observed by someone with appropriate knowledge of adult education and training and/or the delivery context, this could also be evidenced via unedited video footage.

- 3 Assessment against this standard is subject to compliance with the Health and Safety at Work Act 2015, and organisational requirements.
- 4 It is recommended that this standard is assessed against in conjunction with other unit standards in the *Delivery of Adult Education and Training* domain.

Outcomes and performance criteria

Outcome 1

Prepare a positive learning environment to suit the characteristics of adult learners.

Performance criteria

- 1.1 Anticipated characteristics of the adult learners are accommodated in planning for achievement of learning outcomes.
- 1.2 An optimal learning environment is prepared to accommodate potential differences in learning styles within the group.

Range resources, equipment, location, learning activities, session plan.

Outcome 2

Create a positive learning environment for adult learners.

Performance criteria

- 2.1 Learning outcomes are confirmed against stakeholder requirements.
- 2.2 A positive learning environment is created through an organised learning process.

Range an organised learning process may include but is not limited to – pre-course welcome, use of icebreakers, physical layout, establishment of interactive opportunities, creation of rapport, ground rules.
- 2.3 Differences in individual needs, learning styles, and personal characteristics are recognised and accommodated within the sessions.
- 2.4 Information is provided that enables learners to access available support options.

Outcome 3

Maintain a positive learning environment for adult learners.

Performance criteria

3.1 Individual needs are accommodated in the implementation of intended group processes.

Range may include but is not limited to – variety of activities; opportunity for individual practice; encouragement of involvement, contribution, and reflection; two-way feedback; support; acknowledgement of contribution.

3.2 An optimal learning environment is maintained through support, management, and interaction.

3.3 Any disruptions and distractions are managed with due consideration to the needs of individuals and/or the group.

Range may include – learner behaviour, environmental factors.

Outcome 4

Review the creation and maintenance of a positive learning environment for adult learners.

Performance criteria

4.1 Stakeholder feedback and self-review on the learning environment are sought and used to identify any possible refinements for future sessions.

Planned review date	31 December 2022
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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	31 December 2019
Rollover and Revision	4	20 March 2014	31 December 2019
Review	5	28 September 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>.

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.