

Title	Facilitate adult learning sessions using adult teaching and learning theories and frameworks		
Level	5	Credits	20

Purpose	<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 use adult teaching and learning theories and frameworks to facilitate learning sessions for diverse 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 5) [Ref: 2993].</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	<p>Unit 29689, <i>Design and prepare adult learning sessions for a variety of contexts</i>.</p> <p>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.</p>

Explanatory notes

- Range**

Evidence of facilitating four different learning sessions is required for this unit standard. Each learning session must be at least 30 minutes duration. The four different learning sessions must cover a minimum of six individual adult learners between them.

Theories may include but are not limited to – learning styles theories, neural pathways theory, multiple intelligences, behaviourism, cognitivism, constructivism, social learning theory.

- 2 The learning session design referred to in this standard may come from that designed for Unit 29689, *Design and prepare adult learning sessions for a variety of contexts*.
- 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
- Adult teaching and learning theories* refer to models and philosophies that create positive learning environments for adults in different learning contexts. Different learning contexts may refer to different physical settings (including workplace/industry specific), approaches to facilitation, or learner profile.
- Effective Candidate* is the person who is being assessed against this standard.
- Effective learning interactions* involve learners actively participating, collaborating, and interacting in the learning session. They are distinctive from presentations in that learning is facilitated through interaction.
- To embed *literacy and numeracy* refers to the explicit teaching and learning of literacy and numeracy within the context and tasks within another, usually vocational, subject or skill e.g. teaching quantities to painters.
- Learner* is the person who is taught/trained by the candidate.
- Engaging learning sessions* means that a positive, culturally safe, and inclusive learning environment is created and maintained through building, managing and monitoring effective learning interactions.
- 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.
- Stakeholders* refer to learners, as well as the tutor/trainer, provider, and/or client organisation(s).

Outcomes and evidence requirements

Outcome 1

Demonstrate knowledge of adult teaching and learning theories and frameworks in New Zealand.

Evidence requirements

- 1.1 A range of adult teaching and learning theories and frameworks are compared and contrasted in relation to different learning contexts.

Range a minimum of three adult teaching and learning theories; frameworks include – Māori and Pasifika learning frameworks, the Learning Progressions for Adult Literacy and Numeracy; and may also include – workplace/industry specific, international frameworks relevant to the context; different learning contexts may include but are not limited to – Māori, Pasifika, youth.

- 1.2 Embedding of literacy and numeracy into learning sessions is described in relation to the Learning Progressions for Adult Literacy and Numeracy framework.

Outcome 2

Facilitate adult learning sessions.

Evidence requirements

- 2.1 Learning sessions are facilitated in accordance with adult teaching and learning theories and frameworks.
- 2.2 A variety of teaching or training strategies and appropriate technologies and resources are used to facilitate engaging learning sessions.
- 2.3 Learning sessions and assessment are delivered in line with the learning outcomes and design of the learning sessions.
- 2.4 Literacy and numeracy activities and resources embedded in the learning sessions are aligned to the learners' needs and the learning session content.
- 2.5 Facilitation strategies are adapted to environment, conditions and context.
- 2.6 Facilitation of learning is contextualised and promotes transferability to different environments.
- 2.7 Critical thinking, and problem solving are promoted in ways that enable development of learner independence.

Outcome 3

Evaluate effectiveness of learning sessions.

Range evaluation includes collaboration with stakeholders.

Evidence requirements

3.1 Review tools are used to confirm effectiveness of learning session facilitation strategies, assessment methods, content, resources, and activities.

Range review tools may include but are not limited to – questionnaire, stakeholder feedback, self-evaluation, focus group, observation, moderation reports;
minimum of three different tools;
effectiveness of facilitation includes – learner achievement of learning outcomes, ability to perform tasks, and may include – transferability and repeatability of skills.

3.2 Improvements for future learning sessions are planned that reflect the analysis of evaluation findings.

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 (CMRs). 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.