



# **Apply Theoretical Models Of Adult Learning**

**Unit 7102 (v2)**

**Level 5**

**Credit 6**

## **Assessment Pack**

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**For UpSkill Assessor use only**

**Unit Achieved:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Assessment Pack

**Welcome to the Assessment Pack for Unit 7102 (v2) – Apply Theoretical Models Of Adult Learning.**

**People credited with Unit 7102 are able to:**

- a) Demonstrate knowledge of adult learning theories.
- b) Select and apply adult learning models.
- c) Analyse a range of learning styles.

## Further Information

### Adult Learning Theories (Models)

For the purpose of this assessment task the word ‘theory’ is substituted for the term ‘model’. Models selected will need to be known theories in adult learning and references documented to relevant theorists.

You will need to ensure that the models selected and used for this assessment are sufficient to meet the assessment requirements.

Principles of adult learning applying to this assessment will include self-motivation, autonomy, critical reflection, own goal setting, negotiation and self-assessment.

The models applied in the assessment will need to be related to these principles.

You are required to demonstrate a sound theoretical knowledge of adult learning models and learning styles. This will require you to undertake research on the topics and provide evidence of the research you have completed.

### What is a Learning Context?

For the purpose of this assessment learning contexts can be defined as any learning situation and environment. For example: distance learning, group learning, one to one tuition, instructional learning.

Learning contexts can also include specific groups e.g. a group of learners with high literacy needs.

Post your completed assessment to:

**NCAET Assessor  
UpSkill NZ Ltd  
PO Box 3116  
Onekawa  
Napier**

# Assessment Task One

You are required to demonstrate your understanding of **three** adult learning models, and then select and apply each model to your training situation (Elements 1 and 2).

Examples of adult learning models include (but are not limited to) Experiential Learning, Constructivism, Co-operative and Collaborative Learning.

Work through the following steps for each of the selected models to complete Assessment Task One.

## Step 1

Describe at least three adult learning models and how they apply to your training situation. Include references to text and websites you have used in your research.

## Step 2

Explain to what extent each model applies to each of the following adult learning principles:

- **Self-motivation**
- **Autonomy**
- **Critical reflection**
- **Own goal setting**
- **Negotiation**
- **Self-assessment**

## Step 3

Explain the advantages and disadvantages for each model in relation to the training situation used to describe each model in Step 1.

## Step 4

Give an example of when you have selected each model in a training session. State why you chose the model (how it met the needs of the learners) and how you applied it (activities facilitated, resources used).

## Step 5

Explain what happened, whether you believe each model was the right model to use for the session and changes, if any, you would make next time you apply the model.

# Assessment Task Two

You are required to analyse **three** learning styles (Element 3).

Examples of learning styles include (but are not limited to) Visual learning, Auditory learning, and Kinaesthetic learning.

Work through the following steps to complete Assessment Task Two.

## **Step 1**

Identify three different learning styles.

## **Step 2**

Describe and compare each learning style. The description and comparisons should include how the learning style works and relate to specific learning contexts.

Include references to text and websites you have used in your research.

## **Step 3**

Describe and compare the advantages and disadvantages of each of your selected learning styles. The advantages and disadvantages need to relate to specific learning contexts.

## Unit 7102 (v2)

### Apply Theoretical Models Of Adult Learning

(For use of the UpSkill Assessor only)

Element & PC	Evidence	Judgement	Competent. Not Yet Competent (C or NYC)
Element 1 PC 1.1- 1.2	<p>Candidate completes Task 1 of the assessment.</p> <p>Candidate will outline each learning model's principles and philosophies and link them to a specific learning context.</p> <p>Evidence of research is provided.</p> <p>Candidate will explain advantages and disadvantages for each model in terms of specific learning contexts.</p>	<p>All principles correctly relate to the stated model and provide an accurate description of the learning model.</p> <p>Each model's outline and explanation are linked to specific learning contexts.</p> <p>All models used are related to adult learning principles relevant to this unit including:</p> <ul style="list-style-type: none"> <li>◆ Self-motivation</li> <li>◆ Autonomy</li> <li>◆ Critical reflection</li> <li>◆ Own goal setting</li> <li>◆ Negotiation</li> <li>◆ Self-assessment</li> </ul> <p>All advantages and disadvantages are applied to each model correctly.</p> <p>All advantages and disadvantages are explained in a learning context.</p> <p>Candidate meets requirements for at least 3 different theoretical models.</p>	

Element & PC	Evidence	Judgement	Competent. Not Yet Competent (C or NYC)
<p>Element 2 PC 2.1-2.3</p>	<p>Candidate completes Task 1 of the assessment.</p> <p>Candidate will select and apply at least three theoretical models to specific learning contexts.</p> <p>Candidate will evaluate each model and determine how applicable the model was to the specific learning context used.</p>	<p>Candidate meets requirements for at least 3 different theoretical models.</p> <p>Candidate will provide supportive reasoning for the selection of a model to a specific learning context.</p> <p>All models applied according to model principles.</p> <p>All models are used in a specific learning context.</p> <p>All evaluations will include judgements on applicability of model to the specific learning context it was applied to.</p> <p>All judgements contain valid reasoning.</p>	

Element & PC	Evidence	Judgement	Competent. Not Yet Competent (C or NYC)
Element 3 PC 3.1-3.2	<p>Candidate completes Task 2 of the Assessment.</p> <p>Candidate will explore at least three learning styles.</p> <p>Candidate will explain the purpose of each learning style within a learning context.</p> <p>Evidence of research is provided.</p> <p>Candidate will compare and explain the advantages and disadvantages of each learning style in terms of specific learning contexts.</p>	<p>Candidate meets requirements for at least 3 learning styles.</p> <p>An accurate and correct description of the purpose of each learning style is given.</p> <p>Each learning purpose is linked to specific learning context.</p> <p>All advantages and disadvantages are applied to specific learning style correctly.</p> <p>All advantages and disadvantages are explained in a specific learning context.</p>	

**Assessor Comments:**

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**Decision:**

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**Result Form Completed:**

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**DELIVERY OF ADULT EDUCATION AND  
TRAINING**  
**Apply theoretical models of adult learning**  
**Version 2**

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<b>Level:</b>	<b>5</b>
<b>Credit:</b>	<b>6</b>
<b>Final date for comment:</b>	June 2005
<b>Expiry date:</b>	December 2006
<b>Sub-field:</b>	Adult Education and Training
<b>Purpose:</b>	People credited with this unit standard are able to: demonstrate knowledge of theories of adult learning; select and apply theoretical models of adult learning; and analyse a range of learning styles.
<b>Entry information:</b>	Open.
<b>Accreditation option:</b>	Evaluation of documentation and visit by NZQA and industry.
<b>Moderation option:</b>	A centrally established and directed national moderation system has been set up by NZQA.
<b>Special notes:</b>	<ol style="list-style-type: none"><li>1 This unit standard could only be assessed off job.</li><li>2 Principles of adult learning applying to this unit standard include self-motivation, autonomy critical reflection, own goal-setting, negotiation, self-assessment.</li><li>3 The models applied to this unit standard need to be related to the principles outlined above.</li></ol>

## **Elements and Performance Criteria**

### **Element 1**

Demonstrate knowledge of theories of adult learning.

Range: a range of at least 3 theoretical models should be used.

### **Performance criteria**

- 1.1 Learning theories' principles and philosophies are outlined and linked to specific learning contexts.
- 1.2 The advantages and disadvantages of particular theories are explained in terms of specific learning contexts.

## **Element 2**

Select and apply theoretical models of adult learning.

### **Performance criteria**

- 2.1 Theoretical models are selected to meet specific learning contexts.
- 2.2 Selected models are applied to specific learning contexts.
- 2.3 Selected models are evaluated to determine their applicability for the specific learning contexts.

## **Element 3**

Analyse a range of learning styles.

Range: a range of at least 3 learning styles should be used.

### **Performance criteria**

- 3.1 Learning styles are compared and their advantages and disadvantages listed in terms of specific learning contexts.
- 3.2 The purpose of each style is described in terms of specific learning contexts.