



Facilitate Interactive Learning Sessions For Adults

Unit 7097 (v2) Level 5 Credit 8

Evaluate Adult Training Sessions

Unit 20469 (v1) Level 5 Credit 4

Integrated Assessment Pack

Name: _____

Address: _____

Phone Number: _____

For UpSkill Assessor use only

Unit Achieved: _____ **Date:** _____

Assessment Pack

Welcome to the Assessment Pack for:

- a) **Unit 7097 - Facilitate Interactive Learning Sessions For Adults.**
- b) **Unit 20469 - Evaluate Adult Training Sessions.**

This is an integrated assessment that means that both unit standards will be assessed at the same time.

People credited with Unit 7097 are able to:

- a) Prepare interactive learning sessions for adults.
- b) Facilitate interactive learning sessions.
- c) Review interactive learning sessions.

People credited with Unit 20469 are able to:

- a) Describe aims and methods to evaluate training sessions.
- b) Select and prepare different evaluation tools to evaluate training sessions.
- c) Implement and analyse training session evaluations.

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Full instructions for the assessment, as well as the criteria on which you will be assessed, are included in this assessment guide.

Conditions

Unit 7097

- You are required to provide evidence for a minimum of three different 30 minute learning sessions (i.e. actual time spent teaching your learners).
- Learners must be adults (over 15 years of age).
- For effective interactive group learning you are encouraged to have **at least** six participants in your group.
- A *learning session* is defined as a learning event that can be part of a course, but has its own set of learning outcomes and subject matter coverage, and is able to be delivered as an independent training session.
- *Interactive group learning* involves participants in active participation, collaboration and interaction.

Unit 20469

- You are required to provide evidence for a minimum of two different learning sessions of 30 – 60 minutes of actual teaching time per session.
- You will need to ensure that the evaluation methods selected and used for this assessment are sufficient to meet the assessment requirements.
- The provisions of the Human Rights Act 1993, Privacy Act 1993 and Official Information Act 1982 should be considered.

The delivery environment for both standards will be one that you are familiar with.

Resources

- Sample resources required for the required assessment tasks can be found in the workbook.
- You may refer to reference material to complete the tasks.

Post your completed assessment to:

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

Assessment Task One

Prepare for interactive learning sessions
Select and prepare two different evaluation tools
Describe training session evaluation aims and methods

Unit 7097 - Element 1 and 3.

Unit 20469 - Element 1 and 2.

You are required to:

a) **Prepare to facilitate and evaluate interactive learning sessions for adults.**

i) Prepare the learning environment.

Preparation may include but is not limited to:-

- **Assembling support materials.**
- **Checking equipment.**
- **Booking facilities.**
- **Layout of room.**

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ii) Structure your learning session to ensure the learning outcomes are achieved.

iii) Select and prepare a **minimum of three** resources to meet the learning outcomes and to cover the expected range of learning styles.

Resources may include but are not limited to:

- **Audio.**
- **Video.**
- **Printed material.**
- **Overhead projection.**
- **Slides.**
- **Actual objects.**
- **Electronic projection.**
- **Charts.**
- **Whiteboard.**
- **Games / simulations.**

iv) Ensure in your preparation you also consider that in your facilitation you will need to:

- Have your target audience agree on learning outcomes and assessment processes.
- Identify learning barriers.
- Use three different learning methods and reinforce key points.
- Promote individual participation, group interaction and practise.
- Create and maintain a positive learning environment through two-way communication, appropriate pace and monitoring achievement.
- Check learner achievement through assessment.

v) Establish review criteria that meet your organisational reporting requirements.

- vi) Identify stakeholder needs for the evaluation of the learning sessions.

Stakeholders may include but are not limited to:

Learners, Provider, Client Organisation, Funder, Government Agency, Accrediting Body

A minimum of two stakeholders are required

- vii) Select **two different** evaluation tools.

Your evaluation tools may include (but are not limited to):-

- **Questionnaire.**
- **Interview.**
- **Formal group discussion or focus group.**
- **Observation.**

You may use your organisations evaluation tools, however you must evaluate the tools (and provide evidence of this) to ensure they meet the requirements for this assessment and re-design the evaluation tools as required.

- viii) Prepare and design your evaluation tools by ensuring that they will extract useful information from participants and that they cover all of the key aspects of your delivery listed below.

Key aspects must include (but are not limited to):

- **Organisation of training session**
- **Presentation style.**
- **Content.**
- **Structure.**
- **Learning outcomes.**
- **Relevance.**
- **Resources.**
- **Interaction opportunity.**
- **Opportunity to practice.**
- **Suitability of location.**

N.B. To assist your preparation, make yourself aware of the criteria and instructions for Assessment Task Two.

b) Describe training session evaluation aims and methods.

- i) Identify and explain three different reasons why training sessions are evaluated.
- ii) Describe a minimum of three evaluation methods taking into account the relevant features and advantages of each method.

Your three methods may include but are not limited to:

- **Peer observation and feedback.**
- **Facilitator self-reflection.**
- **Learner feedback.**
- **Structured interviews.**
- **Third party feedback.**

To achieve Assessment Task One you will need to:

- Complete the Personal Narrative.
- Provide a copy of your evaluation tools.
- Provide a copy of the session plans.
- Have relevant parts of the Observer and Manager/Client Checklists completed.

Assessment Task Two

Facilitate interactive learning sessions Use evaluation tools Review and analyse training sessions

Unit 7097 - Elements 2 and 3.

Unit 20469 - Element 3.

You are required to:

a) Facilitate three interactive learning sessions.

- i) Have your target audience agree on learning outcomes and assessment processes.
- ii) Identify learning barriers.
- iii) Use **three** different delivery methods and reinforce key points.
These delivery methods will require the use of the resources you have prepared in Assessment Task One a), iii) to address the learning styles of the learner's, e.g. Audio, Video, Printed material, Overhead projection, Whiteboard Games/simulations.
- iv) Promote individual participation, group interaction and practise.
- v) Create and maintain a positive learning environment through ensuring the resources are available, two-way communication, appropriate pace and monitoring progress.
- vi) Check learner achievement through assessment.
- vii) Modify the session if the learning situation, resource availability, learner needs and time constraints require changes to the session.
- viii) Explain the aims and process of the training evaluation to the learners'.
- ix) Use your evaluation tools to ensure that you obtain constructive feedback and reaction from the learners. Remember that at least two different evaluation tools need to be used across the three sessions.

b) Review and evaluate learning sessions.

- i) Analyse the evaluations to identify:
 - a) The range of opinion and relevant comments.
 - b) Any changes you may make in your delivery in the future.
- ii) Conduct your own self-review of the training sessions to identify changes you may make in your delivery in the future.

iii) Based on the quality and usefulness of learner feedback, review the effectiveness of each evaluation tool.

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To achieve Assessment Task Two you will need to:

- Complete the Personal Narrative.
- Have relevant parts of the Learner, Observer and Manager/Client Checklists completed.
- Attach summaries of completed evaluations used in your review
 - Your analysis of the evaluation showing your recommendations/modification.
 - Other stakeholder feedback evaluations – these could be a check-sheet that you have designed for this purpose etc.

Joy Hamer 16/2/05 1:33 PM
Deleted: Attach copies of at least 3 completed learner ONLY **LEARNER?** WHAT IF THEY WANT TO USE OTHER STAKEHOLDER FEEDBACK? evaluations.
Joy Hamer 16/2/05 1:33 PM
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What do I do now?

Fully document your training sessions (minimum of three 30 minute teaching time learning sessions (two of the three sessions may be used for Unit 20469).

This will include your learning outcomes/objectives, lesson plans, resources, assessment and evaluation tools.

Deliver and evaluate the sessions.

Remember that the sessions need to be interactive with a variety of learning methods that maximise group learning opportunities. Sessions will also include assessment and feedback from learners.

For effective interactive group learning you are encouraged to have at least six participants in your group.

Have someone observe your delivery.

This person may be an accredited assessor in Adult Education and Training Level 5 with an ITO or training provider, or have been accredited these unit standards themselves or have an equivalent qualification or be able to demonstrate the equivalent skills.

An observer is required to complete the Observer Checklist for each session (where different observers are used) or alternatively the observer may complete one checklist for all three sessions. Photocopy the supplied checklist when necessary.

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Alternatively you are able to videotape your sessions and send the unedited tape to us.

Have two learners complete the Learner Checklist.

Explain to them that you are having your performance assessed and completing the form will help to verify your performance. A checklist is to be completed for each session if there are different learners. Alternatively the same two learners may complete a checklist for all three sessions. Photocopy the supplied checklist when necessary.


Have your manager/client complete their checklist.


Explain to them that you are having your performance assessed and completing the form will help to verify your performance. You may require separate checklists to be completed where there are different managers or client/training sponsors. Photocopy the supplied checklist when necessary.


Complete the Personal Narrative section.


Please answer these questions as fully as you can to help demonstrate your underpinning knowledge for this assessment. These questions may be answered orally or in writing depending on how you are completing this assessment with your assessor.


Assemble your portfolio in the following order:


- Portfolio cover sheet 


- Background information 

- Personal Narratives 

- Learner Checklists 

- Observer's Checklist 

- Manager/Client verification 

- Supporting documentation 
Include completed evaluations from learners

Send your portfolio to:

**NCAET Assessor
UpSkill NZ Ltd
P O Box 3116
Onekawa
Napier**

Portfolio Cover Sheet

**Unit 7097 V2
Facilitate Interactive Learning Sessions For Adults**

**Unit 20469 V1
Evaluate Adult Training Sessions**

Name: _____

Address: _____

Phone Number:
(Day): _____ **(Night):** _____

NSI Number: _____

Personal Narrative

Please fully answer the following questions.

Refer to the task instructions to ensure you provide sufficient information to fully answer each question and meet the performance criteria requirements.

1a. How did you prepare the physical learning environment taking into account learner needs and your delivery methods?

Consider: assembling support materials, checking equipment, booking facilities, room layout (7097 PC 1.1).

1b. What resources did you use to match the session outcomes and accommodate the expected range of learning styles?

Resources may include but not limited to – audio, video, printed material, overhead projection, slides, actual objects, electronic projection, charts, whiteboard, games/simulations.

Evidence of three resources required (7097 PC 1.3).

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- 2. Give three different reasons why a training session is evaluated.**
(20469 PC 1.1).

3. **Describe a minimum of three evaluation methods, taking into account the relevant features and advantages of each method.**
(20469 PC 1.2).

- 4. List the stakeholders who have an interest in your evaluations.
For each stakeholder, what are their needs in relation to the evaluations and
how did you identify what their needs were?
(A minimum of two stakeholders is required)
(20469 1.3).**

5. **Staple to this Personal Narrative copes summary of learner comments that you will consider in your evaluation of the training.**
(20469 3.3).

Given the evaluation results, and your own self-review of the training sessions, how will you modify your training delivery in the future?
(7097 3.2; 20469 3.4).

- 6. How effective were your evaluation tools in obtaining useful feedback from participants?
What changes to the evaluation tools, if any, would you make as a result of the quality of this feedback?
(20469 3.5).**

Learner Checklist (1)

Trainer/Facilitator: _____

Session(s) Topic: _____

Learner's name: _____

Date: _____

Starting time: _____ Finishing Time: _____

Please complete this checklist at the conclusion of the training session(s).

Please tick

(✓)		Unit std & criteria
	The learning outcomes and the assessment process were discussed with me and any possible learning barriers identified.	7097 2.1
	The facilitator used at least three different delivery methods and reinforced the key points (e.g. visual, auditory, interactive delivery).	7097 2.2
	There were opportunities for individual participation, group interaction and practise.	7097 2.3
	The facilitator was able to modify the session if the learning situation, resource availability, learner needs and time constraints required changes to the session.	7097 2.4
	The facilitator created and maintained a positive learning environment which was suitable for my learning style and personality (e.g. – participation, resource availability, two way communication, pace, monitoring process, assessment opportunities).	7097 2.5
	Assessment processes were used to ensure the achievement of the learning outcomes.	7097 2.6
	The aims and process of the training session evaluation was explained to me.	20469 3.1
	I was able to provide feedback to the facilitator on the session content, their facilitation and use of delivery methods, and on the training venue (e.g. organisation of training session, delivery, content, location, interaction, opportunity to practise).	7097 3.1

Comments.

I am aware I may be contacted in relation to the delivery of the training sessions.

Signed: _____ Contact phone number: _____

Learner Checklist (2)

Trainer/Facilitator: _____

Session(s) Topic: _____

Learner's name: _____

Date: _____

Starting time: _____ Finishing Time: _____

Please complete this checklist at the conclusion of the training session(s).

Please tick

(✓)		Unit std & criteria
	The learning outcomes and the assessment process were discussed with me and any possible learning barriers identified.	7097 2.1
	The facilitator used at least three different delivery methods and reinforced the key points (e.g. visual, auditory, interactive delivery).	7097 2.2
	There were opportunities for individual participation, group interaction and practice.	7097 2.3
	The facilitator was able to modify the session if the learning situation, resource availability, learner needs and time constraints required changes to the session.	7097 2.4
	The facilitator created and maintained a positive learning environment which was suitable for my learning style and personality (e.g. – participation, resource availability, two way communication, pace, monitoring process, assessment opportunities).	7097 2.5
	Assessment processes were used to ensure the achievement of the learning outcomes.	7097 2.6
	The aims and process of the training session evaluation was explained to me.	20469 3.1
	I was able to provide feedback to the facilitator on the session content, their facilitation and use of delivery methods, and on the training venue (e.g. organisation of training session, delivery, content, location, interaction, opportunity to practise).	7097 3.1

Comments.

I am aware I may be contacted in relation to the delivery of the training sessions.

Signed: _____ Contact phone number: _____

Observation Checklist

(For use by observer)

Candidate: _____ Observer: _____

To Observer: _____ Date: _____

Please indicate ✓ or X whether you have observed the performance criteria demonstrated sufficiently to be confident of the candidate's competence in that area. Use the 'Comments' section to convey something of the character and quality of the training.

Preparation for delivery of training

- Preparation of the physical learning environment takes account of learner requirements and delivery methods to be used (7097 PC 1.1).
- Preparation is completed prior to the start of the session, e.g. testing of equipment, booking of facilities, assembling of support materials (7097 PC 1.1 and 1.3).
- Learners are prepared for training at the start of the session by:
 - ◆ Discussion and clarification of outcomes.
 - ◆ Confirmation of the sequence of activities.
 - ◆ Identification of any barriers to learning.
 - ◆ Explanation of any formative assessment activities.

(7097 PC's 1.2, PC 2.1)

Comments:

Facilitation of interactive training

- Three different delivery methods are used in a manner that provides variety and reinforces key points (7097 PC 2.2).
- Facilitation of sessions includes periods that promote individual participation, group participation and the opportunity to practice (7097 PC 2.3).
- The delivery of the sessions are modified if necessary as contingencies arise in the learning situation, resource availability, learner needs and time constraints (7097 PC 2.4).
- A positive learning environment is created and maintained including:
 - ◆ Participation.
 - ◆ Resource availability.
 - ◆ Two way communication.
 - ◆ Pace.
 - ◆ Monitoring process.
 - ◆ Assessment opportunities.

(7097 PC 2.5)

- Assessment processes are used to provide a check for learners of their achievement of learning outcomes (7097 PC 2.6).

Comments:

Evaluation aims and process

- The aims and process of the training session evaluation is explained to the learners (20469 PC 3.1).

Comments:

Review and evaluation of interactive learning sessions

- The evaluation tools were used to obtain constructive feedback and reaction from the learners (7097 3.1; 20469 3.1).

Comments:

As the observer, I agree that I meet one of the following requirements (Tick one):

- I am a registered accredited assessor for Adult Education and Training Level 5 unit standards.
- I have been accredited unit 7097 and 20469 myself.
- I hold an equivalent qualification, or can demonstrate equivalent experience. Please state qualification/experience.

I am aware that I may be contacted in relation to my observation of the candidate.

Observer Signature: _____ Date: _____

Contact Phone Number: _____

Manager/Client Checklist

Manager/Client: _____

Contact Phone number: _____

Trainer/Facilitator: _____

Session Topic(s): _____

Dates of delivery: _____

Please tick

(✓)		Comments	Unit std & criteria
	Review criteria were established and documented in accordance with organisational reporting requirements. (e.g. Quality Management System, policy and procedure, NZQA requirements etc)		7097 1.4
	Your needs as a stakeholder were identified with regard to the content and scope of the training evaluation.		20469 1.3
	The evaluation met the needs of other stakeholders (if required), eg learners, funder, government agency, accrediting body.		20469 1.3

General Comments:

I am aware that I may be contacted in relation to this declaration.

Signature: _____ Date: _____

Contact Phone Number: _____

ASSESSMENT SCHEDULE
Unit 7097 (v2)
Facilitate Interactive Learning Sessions For Adults
(For use of the UpSkill Assessor only)

Element & PC	Evidence	Judgement	Competent Not Yet Competent (C or NYC)
<p>Element 1 ALL Performance Criteria. Assessment Task 1.</p>	<p>Following documentation is completed:</p> <ul style="list-style-type: none"> a) Question 1a and 1b of the personal narrative. b) Observer Checklist. c) Manager/Client Checklist. d) Session Plans. 	<p>Three different 30 minute interactive learning sessions prepared.</p> <p>Documentation confirms:</p> <ul style="list-style-type: none"> a) Preparation of the physical learning environment took into account learner requirements and delivery methods to be used. b) Preparation was completed prior to the start of the session e.g. testing of equipment, booking of facilities, assembling of support materials. c) Resources were selected and prepared, to match outcomes and meet a range of learning styles. Evidence of three different resources required. d) Session was structured to help learners achieve the learning outcomes. <p>Requirements met on all three sessions.</p>	
<p>Element 2 ALL Performance Criteria. Assessment Task 2.</p>	<p>Following documentation is completed:</p> <ul style="list-style-type: none"> e) Question 5 of the personal narrative. f) 2 x Learner Checklists. g) Observation Checklist. h) Manager/Client/Spons or Checklist. 	<p>Three different 30 minute interactive learning sessions facilitated.</p> <p>Documentation confirms:</p> <ul style="list-style-type: none"> a) The learning outcomes and the assessment process were discussed with learners and possible learning barriers identified. b) At least three different delivery methods were used (visual, auditory and interactive delivery) and key points reinforced. c) Opportunities for individual participation, group interaction and practise were evident. d) Session was modified if the learning situation, resource availability, learner needs and time restraints required changes. e) The facilitator created and maintained a positive learning environment suitable for the learning needs (participation, resource availability, two way communication, pace, monitoring process, assessment opportunities). 	

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		<p>f) Assessment processes were used to ensure the achievement of the learning outcomes was met.</p> <p>g) Assessment validity matches the learning outcomes.</p> <p>Requirements met on all three sessions.</p>	
<p>Element 3 ALL performance criteria. Assessment Task 2.</p>	<p>Following documentation is completed:</p> <p>a) Question 4 of the personal narrative.</p> <p>b) 2 x Learner Checklists.</p> <p>c) Observation Checklist.</p>	<p>Three 30 minute teaching time interactive learning sessions reviewed.</p> <p>Documentation confirms:</p> <p>a) Learner feedback was sought on all of the following (organization of training session, delivery, content, location, interaction, opportunity to practise).</p> <p>b) Feedback confirms that facilitation was strongly interactive.</p> <p>c) Learner feedback and facilitator self-review has determined refinements for future delivery.</p> <p>Requirements met on all three sessions.</p>	

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Assessor Comments:

Decision:

Assessor Signature: _____

Result Form Completed:

ASSESSMENT SCHEDULE
Unit 20469 (v1)
Evaluate Adult Training Sessions
 (For use of the UpSkill Assessor only)

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Element & PC	Evidence	Judgement	Competent Not Yet Competent (C or NYC)
Element 1 ALL performance criteria. Assessment Task 1.	<p>Candidate describes training evaluation aims and methods.</p> <p>Candidate identifies the needs of with regard to evaluation of two different adult training sessions.</p> <p>Following documentation is completed:</p> <p>a) Questions 2, 3, and 4 of the Personal Narrative.</p> <p>b) Manager/Client/Checklist.</p>	<p>Documentation confirms:</p> <p>a) A minimum of three aims for training session evaluations are identified and explained.</p> <p>b) A minimum of three evaluation methods are described covering relevant features and advantages of the purpose of evaluation of adult training sessions. Methods may include but are not limited to:</p> <ul style="list-style-type: none"> ◆ Peer observation and feedback, facilitator self reflection, learner feedback, structured interviews, third party feedback. <p>c) The needs of the stakeholders are identified with regard to evaluation of two different adult training sessions. Stakeholders may include but are not limited to:</p> <ul style="list-style-type: none"> ◆ Learners, Provider, Client organisation, Funder, Government agency, Accrediting body. ◆ A minimum of two stakeholders are required. 	
Element 2 ALL performance criteria. Assessment Task 1.	<p>Evaluation tools supplied.</p>	<p>Two different evaluation tools for two 30-60 minute training sessions scoped and prepared.</p> <p>Two different evaluation tools include but are not limited to: -</p> <ul style="list-style-type: none"> <input type="checkbox"/> Questionnaire. <input type="checkbox"/> Interview. <input type="checkbox"/> Formal group discussion or focus group. <input type="checkbox"/> Observation. <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <p>Key aspects will include all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presentation style. <input type="checkbox"/> Content. <input type="checkbox"/> Structure. <input type="checkbox"/> Learning outcomes. <input type="checkbox"/> Relevance. <input type="checkbox"/> Resources. <input type="checkbox"/> Interaction opportunity. <input type="checkbox"/> Opportunity to practise. 	

		<p>The design and preparation of the evaluation tools has enabled useful information on the key aspects of training delivery to be obtained.</p> <p>All requirements met for two evaluations.</p>	
<p>Element 3 ALL performance criteria. Assessment Task 2.</p>	<p>Following documentation is completed:</p> <ul style="list-style-type: none"> a) Questions 5 & 6 of the Personal Narrative. b) A summary of Learner opinions and relevant comments from the evaluation of the training. c) 2 x Learner checklists. d) Observer Checklist. 	<p>Two different evaluation tools for two 30-60 minute training sessions used and analysed.</p> <p>Documentation confirms:</p> <ul style="list-style-type: none"> a) The aims and processes of the training session evaluation were explained to the learners. b) Two different evaluation tools were administered in a manner that maximises opportunity for constructive feedback. c) A range of opinions and pertinent comments were identified in the analysis. d) Evaluation results are considered and delivery refinements suggested. e) The use of the evaluation tools were reviewed in respect to the quality and usefulness of the feedback obtained and suggestions for refinements made as necessary. <p>All requirements met for two evaluations.</p>	

Assessor Comments:

Decision:

Assessor Signature: _____

Result Form Completed:

Copies of Unit Standards

Unit 7097 V2 Level 5 Credit 8

Facilitate Interactive Learning Sessions For Adults

Unit 20469 V1 Level 5 Credit 4

Evaluate Adult Training Sessions

DELIVERY OF ADULT EDUCATION AND TRAINING
Facilitate interactive learning sessions for adults

level:	5
credit:	8
final date for comment:	May 2008
expiry date:	December 2009
sub-field:	Adult Education and Training
purpose:	People credited with this unit standard are able to prepare, facilitate and review interactive learning sessions.
entry information:	Open.
accreditation option:	Evaluation of documentation and visit by NZQA and industry.
moderation option:	A centrally established and directed national moderation system has been set up by NZQA.
special notes:	<ol style="list-style-type: none">1 Definitions <i>interactive group learning</i> involves participants in active participation, collaboration and interaction; <i>learning session</i> is defined as a learning 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.2 For a unit standard on the design of learning sessions refer to Unit 7093, <i>Design learning sessions for adult education and training</i>. For the assessment of learning refer to Unit 4098, <i>Use standards to assess candidate performance</i>.3 Delivery and assessment of adult training are subject to compliance with the Health and Safety in Employment Act 1992, and stakeholder policies and procedures.4 Sufficiency for this unit standard is the delivery of three different learning sessions of at least 30 minutes teaching time per session.

Elements and Performance Criteria

element 1

Prepare for facilitation of interactive learning sessions for adults.

performance criteria

- 1.1 Preparation of the physical learning environment takes account of learner needs and proposed delivery methods.

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

Range: may include but is not limited to – audio, video, printed material, overhead projection, slides, actual objects, electronic projection, charts, whiteboard, games/simulations.
Evidence of three required.
- 1.4 Review criteria are established to meet organisational reporting requirements.

element 2

Facilitate the interactive learning sessions.

performance criteria

- 2.1 Learning outcomes and assessment processes are agreed with target audience, and possible learning barriers identified.
- 2.2 Facilitation incorporates the use of at least three different learning methods and the reinforcement of key points.
- 2.3 Facilitation includes the application of teaching strategies to promote individual participation, group interaction and the opportunity to practice.
- 2.4 Delivery of the session is modified (if necessary) as contingencies arise in the learning situation, resource availability, learner needs, and time constraints.
- 2.5 Positive learning environment is created and maintained.

Range: includes but is not limited to – participation, resource availability, two way communication, pace, monitoring process, assessment opportunities.
- 2.6 Assessment processes are used to provide a check for learners of their achievement of learning outcomes.

element 3

Review the interactive learning sessions.

performance criteria

- 3.1 Learner reaction to the session is sought and analysed.
- Range: may include but is not limited to – organisation, delivery, content, location, interaction, opportunity to practice.
- 3.2 Learner feedback and facilitator self-review are used to determine refinements for future delivery.

**EVALUATION IN ADULT EDUCATION
AND TRAINING**
Evaluate adult training sessions

level:	5
credit:	4
final date for comment:	May 2008
expiry date:	December 2009
sub-field:	Adult Education and Training
replacement information:	This unit standard replaced unit standard 7116.
purpose:	People credited with this unit standard are able to: describe training session evaluation aims and methods; scope and prepare two different tools for the evaluation of adult training sessions; and implement and analyse training session evaluations.
entry information:	Open.
accreditation option:	Evaluation of documentation and visit by NZQA and industry.
moderation option:	A centrally established and directed national moderation system has been set up by NZQA.
special notes:	<ol style="list-style-type: none">1 Legislation relevant to this unit standard includes: Human Rights Act 1993, Privacy Act 1993, Official Information Act 1982.2 The particular delivery environment is one that is familiar to the candidate and which the candidate may be required to use for delivery.3 Sufficiency for this unit standard is evaluation of two different learning sessions, of 30 to 60 minutes teaching time per session.

Elements and Performance Criteria

element 1

Describe training session evaluation aims and methods.

performance criteria

- 1.1 The aims of training session evaluation are identified and explained.
Range: a minimum of three aims required.
- 1.2 A range of evaluation methods are described, with regard to their relevant features and advantages for the purposes of evaluation of adult training sessions.

Range: methods may include but are not limited to – peer observation and feedback, facilitator self-reflection, learner feedback, structured interviews, third party feedback.
Evidence of three required.

1.3 The needs of stakeholders are identified with regard to evaluation of two particular adult training sessions.

Range: stakeholders may include but are not limited to – learners, provider, client organisation, funder, government agency, accrediting body.

element 2

Scope and prepare two different tools for the evaluation of adult training sessions.

performance criteria

2.1 The scope of each evaluation tool covers key aspects in the delivery of adult training sessions.

Range: tools may include but are not limited to – questionnaire, interview, focus group, observation.
key aspects include but are not limited to - presentation style, content, structure, learning outcomes, relevance, resources, interaction opportunity, opportunity to practise.

2.2 Evaluation tools are designed and prepared to extract useful information on the identified key aspects.

element 3

Implement and analyse training session evaluations.

performance criteria

3.1 The aims and process of training session evaluation is explained to participants.

3.2 Evaluation tools are administered in a manner that maximises opportunity for constructive feedback.

Range: administration of at least two different evaluation tools is required.

3.3 A range of opinion and pertinent comment is identified by analysis.

3.4 Results of evaluation are considered, and delivery refinements suggested.

3.5 The effectiveness of the evaluation tools is reviewed, with regard to the quality and usefulness of feedback obtained.