



Unit Standard 7093 and 7097

- 1. Design learning sessions for adult education and training**
Level 5 Credits 6
- 2. Facilitate interactive learning sessions for adults**
Level 5 Credits 8

Candidate Assessment Pack

Profile/Purpose

People credited with these standards are able:

- Define learning outcomes of sessions; select session content; plan delivery processes; design activities; and plan review.
- Prepare, facilitate and review interactive learning sessions.

Delivery of **three different** learning sessions, each at least **30 minutes** teaching per session.

This pack contains:

- Students Instructions
- Learning Resource - Structure of a Theory Lesson
- NZ Army Lesson Plan Template
- Assessment Proforma – Instructions
- Assessment Proforma
- Unit Standard Cover Sheet

What do I do now?

- Read through all of the information contained in this guide.
- Familiarise yourself with the assessment task and the instructions.
- You will need three lesson plans therefore it is recommended that you save the NZ Army Lesson Plan template onto your computer. The lesson plan included in this pack is a template only.
- Give your assessor/instructor the Assessment Proforma and Assessors Instructions.
- Contact your unit assessor/instructor if necessary to clarify anything you are unsure.

Notes:

'Learning session' 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 sufficiently discrete to be able to stand on its own.

'Interactive group learning' involves participants in active participation, collaboration and interaction.

This Army Candidate Pack has been aligned with the NZ Army Physical Skills Instruction (PSI) lesson and Drill Lesson, in which case a Lesson Plan is to be included as evidence for each Learning Session including assessment activity (test).

Theory instruction teaches the ability to recall factual information and perform mental skills. Sometimes physical actions are required, but the emphasis of theory instruction is on mental calculation, problem solving and recalling information.

Unit standard 7097 and/or 7093 will often be assessed simultaneously with one or two other Adult Education and Training units such as:

7091 Facilitate adult learning in New Zealand's cultural environment

7115 Create and maintain a positive learning environment for adult learner groups

19444 Deliver group training sessions to adults

7107 Facilitate group learning activities for adults

Task Instructions

Provide your assessor with a copy of session (lesson) plans and materials for the delivery of three different interactive group learning sessions for adults of a minimum of 30 minutes duration each session.

Provide copies of the following:

- Three session (lesson) plans of a minimum duration of 30 minutes each.
- Resource materials used, e.g. workbooks, overhead projection transparencies, charts and handouts.
- A list of other resources employed (e.g. training aids, machinery, computers), preferably with diagrams or photographs if available.
- Evidence of the use of three resources which contribute to the achievement of session outcomes is required per session.
- Any memos, emails or other evidence of preparation of the physical learning environment, covering bookings, layout, assembling of support materials, checking of equipment etc.

Your session (lesson) plans should contain the following:

1. Clear statements of learning outcomes or training/instructional objectives.
2. A structure which aids the achievement of learning outcomes and that suits the identified learning needs of intending participants (stages in your lesson plans).
3. Review activities conducted/planned for learner feedback (incl self-assessment), e.g. Post Activity Reports, validation data, etc.
4. Notes regarding any relevant organisational reporting requirements (assessment, issue of a certificate, health and safety requirements met, etc).

Your assessor will use the accompanying Assessor Proforma to document your session preparation.

Your assessor may wish to discuss your preparation with you, particularly:

- your view of learner needs,
- your view of the expected learning styles of participants ,
- your organisation's reporting requirements.

CONDUCT PHYSICAL SKILLS INSTRUCTION/DRILL INSTRUCTION

STUDENTS INSTRUCTIONS

TASKS

1. You are to conduct three different learning sessions. One of the three learning sessions may be a Drill Lesson however at least two of the learning sessions must be of a physical nature, for example:

- Field craft - How to look at ground,
- All Arms - Introduction to Patrolling,
- Weapon - Firing from Cover,
- Trade – Erect the RC-292 Antenna.

EQUIPMENT

2. You will be given the following:

- a. a class of three (3) or more students,
- b. an appropriate instructional setting complete with appropriate resources,
- c. equipment with which to conduct the lesson,
- d. relevant lesson reference material, and
- e. an instructor based Training Objective (instructional brief) detailing the lesson to be conducted.

ASSISTANCE

3. You may have assistance from any other person in the preparation of your lessons. All other aspects of your lessons are to be conducted without assistance. You may have access to any reference material.

GRADING

4. You will be assessed against the performances as detailed in Assessment Proforma. You will be graded as Competent/Not Competent. You must achieve a minimum of a 'C' grade in all three sessions to be assessed as competent. Any teaching point listed in the training objective that is missed, or taught incorrectly, will constitute an automatic fail.

QUESTIONS

5. If you have any questions regarding the conduct of learning sessions please contact your Assessor/Instructor.

| | | | | | |
|----------------------------------|-----------------|-------------------|--------|--|--|
| Student | | | | | |
| Lesson | | | | | |
| Assessor | | | | | |
| Time | Start | | Finish | | Date |
| COMPETENT / NOT COMPETENT | | | Grade | | |
| GRADE | CRITERIA | | | | NZQA RELATIONSHIP |
| A | 91 – 100 marks | No criticals | | | Contributes toward unit standards: 7093 – Design Learning Sessions 7097 – Deliver learning Presentations to Adult Learners |
| B | 81 – 90 marks | No criticals | | | |
| C | 70 – 80 marks | No criticals | | | |
| F | Below 70 marks | and any criticals | | | |

LESSON STRUCTURE

| Lesson Introduction | | | |
|---------------------|-----|----|----------|
| | Yes | No | Comments |

Location and Conditions

| | | | |
|---|---|---|--|
| Did the location and conditions aid learning? Consider use of space, lighting, ventilation, positioning of stores, aids, room setup and equipment | Y | N | |
|---|---|---|--|

Preliminaries

| | | | |
|---|--------------|---|--|
| Was an attendance check or hand over conducted? | Y | N | |
| Were the students positioned to facilitate learning? | Y | N | |
| Were instructions given for any equipment/weapons to be used during the lesson? | Y | N | |
| * Were safety precautions carried out? | Y | N | |
| 0 1 2 3 4 5 | Total | | |

Revision

| | | | |
|--|--------------|---|--|
| * Was the revision conducted and IAW the Training objective? | Y | N | |
| Was the revision sufficient IOT determine prerequisite SKA to achieve objective? | Y | N | |
| Was revision appropriate and did it prepare students for the new learning? | Y | N | |
| 0 1 2 3 4 5 | Total | | |

Approach

| | | | |
|---|--------------|---|--|
| Did the approach provide interest and motivation by highlighting tangible benefits for the students to learn the subject or consequences of not knowing it? | Y | N | |
| Was the approach relevant and or related to the lesson? | Y | N | |
| Did the Reason why tell students what they are going to learn and why it should be learned? | Y | N | |
| Was the Statement of Objective stated, displayed, correct, and IAW the training objective? | Y | N | |
| Did the approach include a general outline of the lesson? | Y | N | |
| 0 1 2 3 4 5 6 7 8 9 10 | Total | | |

| Lesson Body | | | |
|--------------------|-----|----|----------|
| | Yes | No | Comments |

Teaching Stages – Theory Lesson

| | | | |
|---|---|---|-------|
| Did the opening orient the students to the content? | Y | N | |
| * Were all teaching points taught and were they correct? | Y | N | |
| Were the teaching points presented in a logical sequence? | Y | N | |
| Were the teaching points relevant to the training objective? | Y | N | |
| Were there sufficient teaching stages? | Y | N | |
| Was the presentation easy and simple to follow? | Y | N | |
| Were clear explanations given? | Y | N | |
| Were practice activities appropriate? | Y | N | |
| Did the instructor give appropriate feedback on student performance and provide learning guidance? | Y | N | |
| Did the instructor confirm that the teaching points had been learned and were confirmation methods appropriate? | Y | N | |
| Did the instructor apply the teaching stage sequence: open, present, practice, confirm, close, link. | Y | N | |
| Did the instructor close the stage by summarising the teaching points and link to the next stage? | Y | N | |
| Did the instructor confirm all stages prior to testing the objective? | Y | N | |
| 0 2 4 6 8 10 12 14 16 18 20 | | | Total |

Practice Stages (talk-through, abbreviated talk-through and controlled)

| | | | |
|--|---|---|-------|
| Did each practice stage build on the previous stage(s)? | Y | N | |
| Were practice activities appropriate and relevant to the training objective? | Y | N | |
| Was fault correction and feedback on performance appropriate? | Y | N | |
| Was the practice well controlled and managed? | Y | N | |
| 0 1 2 3 4 5 | | | Total |

Questions

| | Yes | No | Comments |
|---|-----|----|----------|
| Was correct question technique used? (ask, pause, nominate, listen, evaluate and respond) | Y | N | |
| Were questions well structured and relevant? | Y | N | |
| Were questions delivered effectively? | Y | N | |
| Were questions evenly distributed? | Y | N | |
| Were a range of question types used? | Y | N | |
| Were answers to student questions appropriate? | Y | N | |
| 0 1 2 3 4 5 6 7 8 9 10 | | | Total |

Training Aids

| | | | |
|---|---|---|-------|
| Were aids and stores suitably positioned at the commencement of the lesson? | Y | N | |
| Did the aids meet the requirements of being accurate, well presented, easily seen and/or heard? | Y | N | |
| Were the training aids used in a non-distracting manner and removed when not required? | Y | N | |
| Did the training aids used, maintain and promote the desire to learn? | Y | N | |
| Did the aids used cater for various learning styles? | Y | N | |
| 0 1 2 3 4 5 | | | Total |

Lesson Conclusion

Confirmatory

| | | | |
|---|---|---|-------|
| Did the assessment brief clearly indicate what was required from the student? | Y | N | |
| Was the test administered effectively? | Y | N | |
| Was the assessment activity appropriate? | Y | N | |
| Was feedback appropriate? | Y | N | |
| * Did the assessment clearly reflect the training objective? | Y | N | |
| 0 1 2 3 4 5 | | | Total |

Summary

| | | | |
|---|---|---|-------|
| Were the main teaching points consolidated and summarised? | Y | N | |
| Was the reason for learning re-emphasised and the relevance of the learning reinforced? | Y | N | |
| * Were final safety precautions conducted? (If applicable) | Y | N | |
| 0 1 2 3 4 5 | | | Total |

INSTRUCTOR

Presentation of Instruction/ Manner and Attitude

| | | | |
|---|-----|----|----------|
| Did the instructor have sufficient subject knowledge to present the lesson? | Y | N | |
| Did the instructor make effective use of their voice and language? (speed, clarity, emphasis) | Y | N | |
| Did the instructor use body and hand movements that promoted learning? | Y | N | |
| | Yes | No | Comments |
| Did the instructor maintain eye contact with the students? | Y | N | |
| Were students encouraged in their learning? | Y | N | |
| Did the instructor use variety to maintain interest and cater for learning differences? | Y | N | |
| Were the delivery techniques (forms of instruction) appropriate for the training objective? | Y | N | |
| Was the lesson well prepared? | Y | N | |

Manner and Attitude

| | | | |
|--|---|---|--------------|
| Did the instructor display a confident manner? | Y | N | |
| Did the instructor present themselves as a good example? | Y | N | |
| Was the instructor well organised? | Y | N | |
| Did the instructor acknowledge student achievement? | Y | N | |
| Did the instructor exercise quiet but effective control over the students? | Y | N | |
| 0 2 4 6 8 10 12 14 16 18 20 | | | Total |

LESSON CONDUCT

| Content | | | |
|---|---|---|--------------|
| * Did the lesson achieve the training objective? | Y | N | |
| Safety | | | |
| *Were all safety aspects adhered to throughout the lesson | Y | N | |
| Time | | | |
| Did the instructor make best use of allocated time | Y | N | |
| Instructor Self Assessment | | | |
| Either Syndicate Commander can ask the questions and write the comments down or student to write own comments. | | | |
| How do you think you performed and why? (strengths and weaknesses command, control, confident, quiet, hesitant, etc) | Y | N | |
| How do you think you can improve the lesson? | Y | N | |
| 0 1 2 3 4 5 6 7 8 9 10 | | | Total |

Comments and Recommendations

1. Comment on the strengths of the instructor's performance.

2. Comment on the weaknesses of the instructor's performance.

3. Recommend action the instructor should take to improve their performance.

I certify that the above information is a true and accurate reflection of the candidate's performance. I am happy to be contacted by any national or Army moderator seeking confirmation of the candidate's competence.

Signature: _____ Phone: DDI _____ DTelN _____

ASSESSMENT PROFORMA – ASSESSORS INSTRUCTIONS

Reference:

A. MLW, Part 3, Vol4, Pam 4 – Instructors Handbook

1. This instructor assessment proforma has been developed as one type of instructor assessment tool. It is difficult to standardise instructor assessment, as there is more than one way to teach and assess a lesson. The basic guidelines presented here are in keeping with the guidance given in Ref A.

Use of the Assessment Proforma

2. This assessment proforma has been designed to be used in a range of situations from the formal assessment of a period of instruction to an instructor development tool. As such it does not have to be applied as a rigid template. The proforma provides for a comprehensive assessment of all aspects of instruction and incorporates an assessment of the instructor’s ability to self-assess their lesson. Marks have been allocated for key instructional areas and word descriptors developed to aid in mark allocation. These only provide an indicative guide and are no substitute for moderation between assessors when this form is used on formal courses and a number of different assessors are used.

3. As an overall guide to instructor performance, it should be remembered that the guiding principle is that good instruction is evaluated on how well it achieves what it is expected to achieve rather than on the basis of how well it follows a particular formula. The following general word pictures and overall grade allocation should be kept in mind.

| Grade | Description |
|-------|---|
| 100 | Instructor performed above expectation given level of training and experience. The training objective was achieved. Student interest and motivation was kept high through the use of a range of variability techniques. |
| 90 | |
| 80 | |
| 70 | Instructor performed competently given level of training and experience. The training objective was achieved and all criticals met. |
| 60 | Instructor performed competently in most areas given level of training and experience but demonstrated the need for fundamental improvement in a number of non-critical areas. Training objective was still achieved. |
| 50 | |
| 40 | The training objective was only partially achieved due to the need for improvement in a large number of non-critical areas. Poor instructional technique impacted on student achievement. |
| 30 | |
| 20 | The training objective was not achieved. Errors in instructional technique prevent student learning in relation to the training objective. |
| 10 | |
| 0 | Critical safety competencies not achieved. |

Further Guidelines

4. **Time.** The training objective dictates how much time is required to teach the lesson. Lessons that go over time may disadvantage students and other instructors. However, if an instructor has achieved all teaching points and successfully completed each stage of the lesson, time should not be a consideration unless it is a gross misuse of time.

5. **Competent/Not Competent.** Candidates must achieve a minimum of a ‘C’ grade in all three sessions to be assessed as competent. Any teaching point listed in the training objective that is missed, or taught incorrectly, will constitute an automatic fail.

6. **Evidence.** On completion of all three sessions attach the Unit Standard Cover Sheet to the Assessment Proforma, Lesson Plans and any additional documentation and forward to ITVQ Cell (ArmyQuals), Linton Camp.

ASSESSMENT PROFORMA – GUIDE TO ALLOCATION OF GRADES

Lesson Introduction

| Location and Conditions/ Preliminaries | | | | | |
|--|---|-----|---|--|--|
| 0 | 1 | 2 | 3 | 4 | 5 |
| Critical competencies not achieved. | Failure to consider aspects of location and conditions impacted significantly on learning. Preliminaries did not achieve purpose. | | Most areas considered. Aspects of location and conditions could be improved to aid learning but didn't detract significantly. | Competent given instructor's training and experience. Aspects of location and conditions didn't detract from learning. Preliminaries conducted. | All relevant competencies achieved. Aspects of location and conditions within instructors control were used effectively to aid learning. Thought given to room set-up and student positions. Preliminaries well conducted. |
| Revision (includes establishing level of existing student knowledge in an introductory lesson that begins an instructional sequence) | | | | | |
| 0 | 1 | 2 | 3 | 4 | 5 |
| Critical competency not achieved. | Revision conducted but failed to establish that students had SKA to achieve training objective (TO). Considerable room for improvement. | | Revision established that students had SKA to achieve TO but needed improvement. Revision may not be entirely appropriate, too long/short, not specific enough etc. | Competent given instructor's training and experience. Revision established that students had SKA to achieve TO. | All relevant competencies achieved. Highly effective. Established that students had SKA to achieve TO. Students well prepared for new learning. |
| Approach | | | | | |
| 0 | 1-2 | 3-4 | 5-6 | 7 | 8-10 |
| Approach did not include a reason for learning and/or a statement of objective. | Approach only partially achieved its purpose. Need for fundamental improvement. | | Competently delivered in most areas but room for improvement. All critical areas covered but may not be in sufficient depth to fully achieve the purpose of the approach. | Competent given instructor's training and experience. Reason for learning was clear and complete. Statement of objective was correct | All relevant competencies achieved. A highly effective approach. Reason for learning provided motivation and interest. |

Lesson Body

| Teaching Stages – Theory Lesson | | | | | |
|---|--|-----|--|--|---|
| 0 | 1-4 | 5-8 | 9-13 | 14 | 15-20 |
| Some key teaching points missed and/or incorrect. | Need for fundamental improvement. Learning not effective in some areas. Students may be confused over some of the teaching points. Aspects of key areas (presentation/ explanation/ practice/ feedback/ confirmation) may have been ineffective or irrelevant. Likely impact on achievement of the TO. | | Competently delivered in most areas but requires improvement. Teaching points covered but key areas (presentation/ explanation/ practice/ feedback/ confirmation) lacking to an extent that learning may not be entirely effective. Likely that TO will still be achieved. | Competent given instructor's training and experience. Key competencies achieved. Teaching points covered effectively. Room for improvement in areas but student achievement of the TO not hindered. | All relevant competencies achieved. Presentation, explanations and practice were particularly effective. Feedback and learning guidance helped the students and confirmation was appropriate and effective. Stages were linked logically. |

| Practice Stages | | | | | |
|---|--|------------|---|--|---|
| 0 | 1 | 2 | 3 | 4 | 5 |
| Relevant practice stages not conducted. | Need for fundamental improvement. Learning not effective in some areas. Students may be confused. Aspects of key areas may have been ineffective or irrelevant to an extent that learning is impaired. Likely impact on achievement of the TO. | | Competent in most areas but improvement required. Sequencing/ explanation/ activity selection/ relevancy/ feedback/ fault identification/ lacking to an extent that learning may not be entirely effective. Likely that TO will still be achieved. | Competent given instructor's training and experience. Key competencies achieved. Room for improvement in areas but student achievement of the TO not hindered. | All relevant competencies achieved. Practice stages very effective in reinforcing the learning of the teaching stages. Stages well sequenced and appropriate. |
| Questions | | | | | |
| 0 | 1-2 | 3-4 | 5-6 | 7 | 8-10 |
| No questions asked or basic question technique so poor that learning is hindered or serious doubts are raised as to the instructor's ability. | Need for fundamental improvement. Range of question types may be very limited. Basic question technique poor. May be a large number of irrelevant questions. Answers to questions may be poor. | | Competent in most areas but improvement required. Some faults in question technique evident. Range of question types used may be limited, there may be a number of irrelevant questions, questions may not be well distributed. Likely that TO will still be achieved. | Competent given instructor's training and experience. Key competencies achieved. Room for improvement in areas but student achievement of the TO not hindered. | All relevant competencies achieved. Question technique was particularly effective and a range of question types used. |
| Training Aids | | | | | |
| 0 | 1 | 2 | 3 | 4 | 5 |
| No aids used. | Need for fundamental improvement. Range and use of aids may be very limited. Aids may be inappropriate or irrelevant. Alternatively, poor instructor technique may detract from the aids to the extent that the aids are a distraction. | | Competent in most areas but improvement required. Use of aids was limited or aids may have been over used to the extent that they 'drive' the lesson. There may be a number of aids that were irrelevant or failed to enhance learning. Likely that TO will still be achieved. | Competent given instructor's training and experience. Key competencies achieved. Room for improvement in areas but aids enhanced student achievement of the TO. | All relevant competencies achieved. A range of aids was used and was very effective in enhancing the lesson. |
| Lesson Conclusion | | | | | |
| Test | | | | | |
| 0 | 1 | 2 | 3 | 4 | 5 |
| Assessment did not reflect the TO. | Need for fundamental improvement. Test did not provide adequate confirmation of the learning. | | Competent in most areas but improvement required. Test may only confirm limited aspects of the TO, have poor validity, or may only provide confirmation for a limited number of students. Alternatively, the time taken or the type of test may have been excessive in relation to the aim of confirmation. | Competent given instructor's training and experience. Key competencies achieved. Test confirmed instruction adequately and reflected the TO. | All relevant competencies achieved. Test provided good confirmation of the learning, was efficiently administered and was entirely appropriate in relation to the TO. |

| Summary | | | | | |
|-----------------------|--|----------|---|---|--|
| 0 | 1 | 2 | 3 | 4 | 5 |
| No summary presented. | Need for fundamental improvement. Key competencies not achieved. | | Competent in most areas but improvement required. Summary may not have covered all key teaching points and/or reason for learning and relevance may have been poorly presented. | Competent given instructor's training and experience. Key competencies achieved. Teaching points consolidated and reason for learning re-emphasised. | All relevant competencies achieved. Summary was complete and achieved purpose. Reason for learning was well presented and students left with a strong impression of the relevance of the learning. |

Instructor

| Presentation of Instruction/ Manner and Attitude | | | | | |
|--|---|------------|---|--|--|
| 0 | 1-4 | 5-8 | 9-13 | 14 | 15-20 |
| Presentation so poor that relevant learning does not take place or there are significant / critical errors in the content that is presented. | Need for fundamental improvement. Instructor may have poor subject knowledge or be under prepared to the extent that this impacts significantly on student learning. Aspects of voice/ body movement/ variability/ confidence/ may detract significantly from effective presentation of the lesson. Form of instruction may be inappropriate. Likely impact on achievement of the TO. | | Competently delivered in most areas but requires improvement. Subject knowledge and/or preparation may be lacking to some degree. Key aspects of variability / organisation/ control/ confidence lacking to an extent that learning may not be entirely effective. Likely that TO will still be achieved. | Competent given instructor's training and experience. Key competencies achieved. Instructor had sufficient knowledge, the lesson was well prepared and the instructor attempted to use variability techniques to encourage learning. Instructor was organised and exercised good control. Room for improvement in areas but student achievement of the TO not hindered. | All relevant competencies achieved. Instructor demonstrated good lesson knowledge and was obviously well prepared. Use of variability techniques enhanced the lesson and encouraged students in their learning. Instructor was confident and well organised. |

Lesson Conduct

| Instructor Self Assessment | | | | | |
|---|--|------------|--|--|---|
| 0 | 1-2 | 3-4 | 5-6 | 7 | 8-10 |
| No self-assessment conducted or self-assessment so poor that it has no use as a development tool. | Need for fundamental improvement in this area. Some attempt at a self -assessment. Poor knowledge of the application of principles of instruction and the qualities of a good instructor in lesson development and delivery. Little thought about key strengths and weaknesses. Assessment will have little use as a development tool. | | Competent in most areas but requires additional thought. Self -assessment conducted. Feedback with instructor indicates weaknesses in their consideration of the principles of instruction and the qualities of a good instructor in the development and delivery of the lesson. There has been an attempt to determine major strengths and weaknesses but this may not be particularly valid. Assessment will be partially useful for the instructor's further development. | Competent given instructor's training and experience. Self -assessment conducted. Feedback with instructor indicates consideration of the principles of instruction and the qualities of a good instructor in the development and delivery of the lesson. Major strengths and weaknesses are highlighted. Assessment will be useful for the instructor's further development. | All relevant competencies achieved. Feedback with instructor indicates thorough consideration of the principles of instruction and the qualities of a good instructor in the development and delivery of the lesson. Major strengths and weaknesses are highlighted. Assessment well thought through and will be useful for the instructor's further development. |

