

Learning Assessment Guide

Unit 7096 - Version 2

Deliver learning presentations to adult learners

Level 4 - 8 Credits

Learner Performance

Meets requirements / More evidence required / Suggest further training

Learner name: _____

Learner NZQA number (ROL): _____

Learner Date of Birth: ____/____/____

Signed: _____ Date: _____

Learning Assessment Guide

Before you begin...

- As well as this learning guide, you may also want to refer to the unit standard on the NZQA website (<http://www.nzqa.govt.nz>).
- Read the *Trainee information kit* available from the Learning State website (<http://www.learningstate.govt.nz>). The kit contains important information and guidelines for learners.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>).

Assessment Tasks:

The assessment tasks are designed to show your assessor that you can:

- Prepare for delivery of presentations for adult learners
- Deliver learning presentations.
- Review learning presentations

This Learning assessment guide is made up of:

- Task sheets for you to complete
- The Evidence and judgement guide that the assessor will use to assess your competence
- The Preparation Checklist that your assessor will use to document your session preparation
- The Observer Checklist that will be used to document your presentations

What do I do now?

- Read through all of the information contained in this guide.
- Familiarise yourself with each assessment task and the instructions.
- Contact your assessor if necessary to clarify anything you are unsure of.
- Complete the assessment tasks as agreed on with your assessor.

- Contact your assessor when you have finished the assessment tasks.
- Make sure you keep a copy of your completed assessment task if you are mailing the original copy to your assessor.

KIA KAHA and GOOD LUCK

Assessment Task One - Element One

Introduction

Assessment task one is designed to assess your ability to prepare for delivery of presentations for adult learners.

Instructions

You will need to provide your assessor with a copy of session plans and materials for the delivery of **three different learning presentations of a minimum of 30 minutes duration each session.**

(If you are delivering a half day or day long presentation, you may like to use coffee breaks and lunch to divide your sessions.)

You will need to provide your assessor with a copy of the following:

- 3 different session plans;
- copies of any printed materials to be used such as workbooks, handouts, overhead projection transparencies and session review forms;
- a listing of any other resources unable to be copied (e.g. forklifts, machinery), preferably with diagrams and photographs if available. This may be provided in session plans; and
- copies of any memos, emails or other evidence of bookings related to the presentation venue, equipment and personnel.

Your session plans should contain the following:

- Clear statements of learning outcomes
- A structure which aids and reinforces the achievement of learning outcomes and matches the identified learning needs of intending participants, including:
 - ❖ an introduction

- ❖ development
- ❖ summary
- ❖ opportunities for questions

- a review of activities that are in accordance with organisational policies and procedures.

Your assessor will use the accompanying Preparation Checklist to document your session preparation.

Preparation Checklist (for use by assessor)

Learner: _____ **Assessor:** _____

Please indicate ✓ or x whether or not the evidence listed has been covered in each of the three session plans and session materials. Use the 'comments' space to elaborate and to record notes for your feedback to the Learner.

Sessions	Session Plans
1 2 3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Three session plans are provided that contain: clear statements of learning outcomes a structure which aids and reinforces the achievement of learning outcomes and matches the identified learning needs of intending participants, and includes: an introduction development summary opportunities for questions. review activities that are in accordance with organisational policies and procedures.

Comments:	
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<p>Sessions</p> <p>1 2 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Comments</p>	<p>Session Plans</p> <p>Support materials are selected and prepared that:</p> <p>match session content</p> <p>accommodate the expected range of learning styles</p> <p>any materials unable to be provided to the assessor are listed or have diagrams or photographs provided</p>
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<p>Sessions</p> <p>1 2 3</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Comments</p> <p>List of resources provided:</p>	<p>Evidence of booking venues, materials and personnel</p> <p>Emails, memos or other evidence is provided of bookings for venues, equipment or preparation of venue layout</p>
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Assessor signature: _____

Date: _____

Task Two - Element 2

Introduction

Assessment task two is designed to assess your ability to deliver learning presentations.

This assessment task also covers performance criteria 1.1.

Task Instructions

You will now **need to be observed delivering the three learning presentations** for which you have supplied session plans and materials. Each presentation will need to be a minimum 30 minutes in duration.

Contact your assessor in advance of your delivery of each presentation to give them time to arrange to be present.

Check with your participants that they are comfortable having an observer present.

Your assessor may suggest the use of a suitably experienced observer other than themselves, especially if the assessor is based at a distance from the location where your presentations are to take place.

All three sessions may be assessed on the same day and with the same group of participants if you are delivering a half-day or day long presentation.

Your assessor or approved observer will use the accompanying Observation Checklist to document each of the three sessions.

Please familiarise yourself with the Observation Checklist and the criteria on which you are being assessed.

Many Learners will also collect their feedback from presentation participants toward Task Three during their presentations. You will need to plan for Task Three also if your organisation wishes you to obtain participant feedback at the time of the presentations.

Observation Checklist

(for use by assessor or approved observer)

Learner: _____ Topic/Context: _____

Start and finish times: _____ Venue: _____

To: Observer

Please indicate ✓ or x whether or not you have observed the performance criteria demonstrated sufficiently to be confident of the Learner's ability in that area. Use the 'comments' section to record examples and to take notes for your feedback to the Learner.

Physical learning environment

- Preparation of the physical learning environment takes account of learner requirements and intended delivery methods. May include:
- assembling support materials
 - checking equipment
 - booking facilities
 - lay-out

Comments:

Delivery of learning presentations

- Learning outcomes and sequence of content are explained to learners at the start of the session.
- Delivery is structured to provide variety and to reinforce key learning points. Includes:
- eye contact
 - voice modulation
 - body language
 - use of support material

Delivery cont.

- Information is understandable to learners, is accurate, and is delivered in the planned sequence.
- Educational media are managed to support the achievement of learning outcomes.
- Delivery of the presentation is modified if necessary to accommodate contingencies in the learning situation, resource availability, learner needs, and time constraints.
- A positive learning environment is created and maintained. Includes, but not limited to:
 - participation
 - resource availability
 - pace
 - monitoring process
 - other (specify)
- Application of the assessment process checks the achievement of intended learning outcomes.

Comments:

Review

- Review activity is observed for this learning presentation.

Comments:

Observer: _____

Signed: _____

Task Three - Element Three

Introduction

This assessment task is designed to assess your ability to review learning presentations.

Task Instructions

You will need to produce evidence that you have sought and analysed learner reactions to each of the sessions that you have delivered.

This may be done by the use of a written session feedback or evaluation sheet, but does not necessarily have to be done in this way.

Please list your review activity for each session on the accompanying Review Activity Form, also listing the review materials that you have collected for that session.

For activity number 2 you will need to record your analysis or response to participant comments.

For activity number 3 you will need to self-assess your own performance against your goals for each session. These may be the learning outcomes for each session, but may also include personal goals, such as trying a new activity, or ensuring that learners enjoyed a particular experience.

After you have completed activities 1 – 3, you will need to complete section 4 of the Review Activity Form. This requires you to identify any adjustments you intend to make as a result of your review.

Please provide your assessor with a copy of any feedback material, along with any session plans or materials which you have revised as a result of review activities.

Review Activity Form

Learner: _____

Session review

1. How did you review each of your three presentations with participants?

Session 1:

Materials provided for this assessment:

Session 2:

Materials provided for this assessment:

Session 3:

Materials provided for this assessment:

Presenter analysis of feedback

2. What conclusions has your analysis of participant feedback led you to?

Session 1:

Session 2:

Session 3:

Self assessment against own goals

3. Please record:

- (a) your own personal goals for each session; and
- (b) the extent to which your goals were achieved.

Personal goals for session 1:

Achievement:

Personal goals for session 2:

Achievement:

Personal goals for session 3:

Achievement:

Adjustments following review

4. What changes will you make to the location, organisation, content, delivery methods or interaction as a result of your review activity?

Session 1:

Session 2:

Session 3:

Evidence and Judgement Guide

Unit 7096 V2 Deliver learning presentations to adult learners

Element / Task	Evidence Required	Judgement	Checklist
<p>Element 1</p> <p>This task involves the Learner providing 3 session plans and session materials for learning presentations with adults which they are to deliver.</p> <p>Each session must be for a minimum of 30 minutes duration.</p>	<p>The Learner provides 3 session plans covering a minimum 30 minutes duration each.</p> <p>The Learner provides a copy of all session materials, where practical.</p> <p>The assessor documents session preparation on the Preparation Checklist.</p>	<p>Three plans are provided which cover the criteria of Task One.</p> <p>Session materials are provided which match session content and accommodate expected learning styles.</p> <p>Learner preparation results in completion of the Preparation Checklist.</p>	<p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>
<p>Element 2, plus PC 1.1</p> <p>This task involves the Learner being observed delivering 3 learning presentations to adults, each 30 minutes or more in duration.</p>	<p>The Learner is observed delivering 3 learning presentations, each of which is documented on an Observation Checklist by the assessor or an approved observer.</p>	<p>Three observations are completed with adult learner groups.</p> <p>An Observation Checklist containing element 2 performance criteria is completed for each session.</p>	<p>Yes / No</p> <p>Yes / No</p>

Evidence Guide cont.

<p>Element 3</p> <p>This task requires the Learner to describe his/her review activity and the changes that will be made as a result.</p>	<p>The Learner must engage in some sort of review activity during each of the three presentations.</p>	<p>The Learner includes a review activity in each of the three session plans.</p>	<p>Yes / No</p>
	<p>The Learner completes the Review Activity Form.</p>	<p>The Learner is observed reviewing each session with participants.</p>	<p>Yes / No</p>
		<p>Learner is able to reflect on own goals, analyse feedback and act on it to make changes.</p>	<p>Yes / No</p>

<p>Follow-up necessary</p>	<p>Yes / No</p>
<p>Please detail the follow-up interview. Record any new evidence or responses, clearly indicating that this evidence was gained in a follow-up interview.</p>	
<p>Suggest further training</p>	<p>Yes / No</p>
<p>Learner is to be reassessed</p>	<p>Yes / No</p>
<p>Follow-up interview resulted in the required evidence</p>	<p>Yes / No</p>

Learner Pack Feedback Form

You have just completed another assessment – well done! Now, can you help us?

We are always looking at improving the quality of these Learner guides. If you came across anything in this guide that could be improved, we'd like to know about it please.

Tell us what the problem was, and if possible, tell us your solution. It may be that there was some unnecessary repetition, or instructions were not clear. If you found it really worked well for you – then we'd also like to know that.

To provide feedback please do one of the following:

You can also email us on feedback@learningstate.govt.nz

- Write your feedback onto the Learner guide and return it.
- Complete this form (using more space if you need to) and return it.

Return address: Learning State, PO Box 10243, Wellington.

Learner guide for Unit Number:

Version Number:

Unit Name:

Feedback:

Thank you very much – tena rawa atu koe

DELIVERY OF ADULT EDUCATION AND TRAINING

Deliver learning presentations to adult learners

level:	4
credit:	8
final date for comment:	December 2006
expiry date:	December 2007
sub-field:	Adult Education and Training
purpose:	People credited with this unit standard are able to prepare, deliver, and review learning presentations.
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>presentations</i> are characterised by some interaction between presenter and learners. They typically have knowledge-based outcomes; <i>organisation policies and procedures</i> refer to any provider, client organisation or standards setting body's documentation or reporting requirements.2 For a unit standard on 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 education and training is subject to compliance with the Health and Safety in Employment Act 1992, and organisation policies and practices.
- 4 Sufficiency for this unit standard is the delivery of three different learning sessions, each of at least 30 minutes teaching time per session.

Elements and Performance Criteria

element 1

Prepare for delivery of presentations for adult learners.

performance criteria

- 1.1 Preparation of the physical learning environment takes account of learner requirements and intended 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 and reinforce the achievement of learning outcomes that match the identified learning needs of intending participants.

Range: introduction, development, summary, opportunities for questions.

1.3 Resources are selected and prepared to match session content and to accommodate the expected range of learning styles.

Range: may include but is not limited to - audio, video, printed material, overhead projection transparencies, slides, actual objects, electronic projection presentation, charts, whiteboard plan.
Evidence of three required.

1.4 Review criteria are established and documented in accordance with organisation policies and procedures.

element 2

Deliver learning presentations.

performance criteria

2.1 Learning outcomes and sequence of content are explained to learners at the start of the session.

2.2 Delivery is structured to provide variety and to reinforce key learning points.

Range: eye contact, voice modulation, body language, use of support material.

2.3 Information is understandable to learners, is accurate, and is delivered in the planned sequence.

2.4 Educational media are managed to support the achievement of learning outcomes.

- 2.5 Delivery of the presentation is modified if necessary to accommodate contingencies in the learning situation, resource availability, learner needs, and time constraints.
- 2.6 Positive learning environment is created and maintained.
- Range: includes but is not limited to – participation, resource availability, pace, monitoring process.
- 2.7 Application of assessment process checks achievement of intended learning outcomes.

element 3

Review learning presentations

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, opportunities to practise.
- 3.2 Learner feedback and self-review are used to make possible refinements for future delivery.

Comments on this unit standard

Please contact the NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.

Please Note

Providers must be accredited by the Qualifications Authority or a delegated inter-institutional body before they can register credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for providers wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

This unit standard is covered by AMAP 0045 which can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.