

# Learning Assessment Guide

## Unit Standard 7095 – Version 2

### Facilitate adult learners' individualised learning

#### Level 5 – 3 Credits

Assessment Summary			
Learner to complete			
Learner's name:			
Employer:			
NSN no. (ROL):		DOB:	
Signed:		Date:	
Assessor to complete			
<input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required			
Assessor's name:		Assessor's No.	
Signed:		Date:	

## Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Read the Trainee Information Kit. The kit contains important information and guidelines for Learners and can be found on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

This Learning Assessment Guide is made up of:

- tasks for you to complete
- an Assessor Checklist which your assessor will use to review your plan
- a verification form for your learners to complete
- assessment results that the assessor will use to assess your competence.

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

- 1 establish individualised learning outcomes
- 2 negotiate action plans for individualised learning
- 3 support learner progress.

## Definition

Individualised learning can include learner research, the use of individualised learning packages, distance learning and mixes of learning opportunities that are available on an individual or group basis.

## Assessment Task One – Elements 1 and 2

This assessment task is designed to assess your ability to:

- establish individualised learning outcomes
- negotiate action plans for individual learning.

### ***Task one instructions***

You will need to provide your assessor with copies of two learning plans for individual adults.

You will need to be observed negotiating at least one of these plans by your assessor, or by an observer approved by your assessor.

Both plans will need to be in writing with agreement on the content signed to by the learner and you as facilitator.

Each plan must be for a different person.

Your assessor will use the accompanying Assessor Checklist to ensure that each plan meets the performance criteria of elements 1 and 2 of this unit standard. A copy is provided for your information. You should familiarise yourself with its content prior to submitting material for assessment.

You will need to arrange with your assessor to be observed negotiating at least one of the plans with a learner. If your assessor is comfortable that you have used an approach in your negotiation of plan content which results in completion of the Assessor Checklist without undue imposition of your own ideas, then a second observation will not be necessary. If your assessor would like to see a fuller exploration of options, learner needs or requirements etc, they may ask to observe a second negotiation interview.

It is not essential that the whole plan be negotiated at one sitting. For example, is quite acceptable for the learning outcomes to be set during one session and the action plans agreed to at a second session after the learner has had time to think about opportunities and their preferences.

You may wish to have each plan typed up before the parties sign it and you pass the signed copies to your assessor.

You should be prepared to discuss how you established learning outcomes and negotiated each learning plan with your assessor, especially if only one of the negotiations has been observed.

## Assessor Checklist

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<b>Learner:</b>	
<b>Assessor:</b>	

Please indicate ✓ or x whether or not each of the following performance criteria has been met in this learning plan. Use a separate checklist for each plan.

Use the 'comments' section to add any additional evidence you have gathered or any thing which is not clear in the plan.

#### Element 1 Establish individualised learning outcomes

The plan contains the following:

- Intended outcomes which match the learner's needs, interests, requirements and abilities.
- Outcomes containing statements of outcome performance which: 
  - are observable
  - are measurable
  - contain performance standards
  - list conditions under which performance is to take place.
- Outcomes that are achievable within available resources and learning opportunities.
- Outcomes are confirmed with, and agreed to, by the learner.

**Comments:**

## Element 2 Negotiate action plans for individualised learning

The plan contains the following:

Action plan includes:

- agreed learning outcomes
- an agreed timeframe for completion
- agreed methods for assessment
- agreed methods for recording progress and achievement

Action plan contains:

- a structured sequence of learning events
- key dates
- arrangements for support, progress review and feedback

Action plan is:

- recorded
- signed by both facilitator and learner

**Comments:**

**Assessor signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Assessment Task Two – Element 3

This assessment activity is designed to assess your ability to support learner progress through:

- periodic monitoring
- problem solving
- remedial face to face training.

### ***Task Instructions***

You will need to make a list of the different ways in which you have supported learner progress for each of the two learners whose learning plans you are presenting as evidence for this unit standard.

Use a separate piece of paper for each learner, heading it up with their name and the topic(s) of their learning.

If your work with these learners is beginning at the same time as your evidence collection toward unit standard 7095, it may be helpful to keep a diary of your contacts with each learner.

If some of your support of learning is in the past, make as accurate a list of your activity as you can recall, adding dates, venue and times spent with the learner whenever possible. This can then be written out as a list as evidence for your 7095 assessment.

It would be best if you had a copy of each Learning Plan (including the associated action plan component) with you when you listed your assistance. This will ensure that you cover all important areas of the plan.

Pass a copy of the accompanying Learner Verification Form to each of your two learners. Ask them to forward it directly to your assessor on completion.

Your assessor may wish to have a discussion with you based upon the content of these four documents to ensure sufficiency of evidence for this assessment task.

## Learner Verification Form – Unit Standard 7095 Version 2

<b>Name of learner:</b>	
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This learner is currently being assessed toward unit standard 7095 Facilitate adult learners' individualised learning. Your assistance is sought to provide feedback to the assessor on how helpful the learner has been in facilitating your learning.

Please indicate yes or no whether the learner performed the following and comment on the quality of his/her assistance.

The learner helped me to achieve the goals in my plan in the following ways:

The learner reviewed my progress with me and provided useful feedback in accordance with our action plan agreement.	Yes	No
The learner helped me to find solutions to any problems which got in the way of my progress.	Yes	No
If I was getting behind in my learning, the learner provided or arranged the coaching required for me to catch up to my planned timeframe.	Yes	No
The action plan was reviewed and altered if necessary if changes had to be made to the original learning goals.	Yes	No

**Comments:**

<b>Name:</b>		<b>Phone:</b>	
<b>Position:</b>		<b>Date:</b>	
<b>Email:</b>			

## Assessment Results

These are the judgements that your assessor will use to assess you.

Two learning plans for different learners are agreed to and signed by both the learner and the learner.	Yes	No
Plans contain outcomes that match the learner's needs, interests, requirements and abilities.	Yes	No
Outcomes contain statements of observable and measurable outcome performance, performance standards, and conditions under which performance is to take place.	Yes	No
Outcomes are achievable within available resources and learning opportunities, and are confirmed with the learner.	Yes	No
Plans include the individual's learning outcomes, agreed time frame for completion, and agreed methods for assessment and recording.	Yes	No
Plans contain a structured sequence of learning events, key dates and arrangements for support, progress review, and feedback.	Yes	No
Both plans result in completion of the Assessor Checklist.	Yes	No
The learner provides a list of support activities given to each learner.	Yes	No
Learner verification forms are provided that confirm the support agreed to and claimed.	Yes	No
Support lists and learner verifications confirm that remedial action was taken if progress was not as planned.	Yes	No
The action plan was reviewed and altered, if necessary, if changes had to be made to the original learning goals.	Yes	No