

# Learning Assessment Guide

## Unit Standard 7097 – Version 2

### Facilitate interactive learning sessions for adults

#### Level 5 – 8 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
- an Observation Checklist
- a review activity form
- 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 prepare for facilitation of interactive learning sessions for adults
- 2 facilitate the interactive learning sessions
- 3 review the interactive learning sessions.

## Definitions

*Interactive group learning* involves participant in active participation, collaboration and interaction.

*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 is sufficiently discrete to be able to stand on its own.

## Assessment Task One – Element 1

This task is designed to assess your ability to prepare for the facilitation of interactive group learning sessions for adults. Some evidence relating to learner feedback is included (PC 3.1).

### **Task Instructions**

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

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

Provide copies of the following:

- Three session plans of a minimum duration 30 minutes each. (See below for further details.)
- Resource materials to be used, such as workbooks, overhead projection transparencies, charts and handouts.
- A listing of any resources unable to be copied (e.g. 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 plans should contain the following:

1. Clear statements of learning outcomes.
2. A structure which aids the achievement of learning outcomes and that suits the identified learning needs of intending participants.
3. Review activities to provide for learner feedback.
4. Review criteria which meet organisational reporting requirements (assessment, issue of a certificate, health and safety requirements met, etc).

Your assessor will use the accompanying Assessor Checklist 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.

## Assessor Checklist

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<b>Learner:</b>	
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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' sections to elaborate and to record any additional evidence gained by you during observation or discussion.

Three session plans are provided that contain:

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| Clear statements of learning outcomes.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activities structured to achieve session outcomes.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activities that match the identified learning needs of intending participants. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comments:**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| Resources selected and prepared to match outcomes and to accommodate the expected range of learning styles. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evidence of at least three resources per session.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comments:**

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| Review activities which allow for learner feedback.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Review criteria which allow organisation reporting requirements to be met. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Comments:**

From session plans, discussion, observations, other evidence:

Preparation of the physical environment takes account of learner needs and proposed delivery methods (e.g. physical layout, assembling support materials, checking equipment, booking facilities).

**Comments:**

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

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

## Assessment Task Two – Element 2

This assessment task is designed to assess your ability to facilitate interactive learning sessions with adult learners.

Like task one, it also includes some evidence collection for PC 3.1, the gathering of learner reaction to each learner session. A check on the preparation of the physical learning environment (PC 1.1) is also involved.

### ***Task Instructions***

Arrange with your assessor to be observed delivering three interactive group learning sessions to adult learners, for which you have supplied session plans and materials. Each session needs to be a minimum 30 minutes in duration.

Check that your participants are comfortable having an observer present.

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

All these sessions may be observed on the same day if you are delivering a day long training programme.

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

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

## Observation Checklist

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<b>Learner:</b>	
<b>Topic:</b>	
<b>Start and finish times:</b>	
<b>Venue:</b>	

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 needs and proposed delivery methods.

May include:

- assembling support materials
- checking equipment
- booking facilities
- facility layout.

Must include:

- health and safety requirements.

#### Comments:

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#### Learning outcomes and assessment processes

Learning outcomes are presented and agreed to by participants.

Possible learning barriers are identified.

Assessment activities are explained and agreed to.

#### Comments:

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## Facilitation of learning

Facilitation incorporates the use of at least three different learning methods and the reinforcement of key points.

Facilitation includes the application of teaching strategies to promote individual participation, group interaction and the opportunity to practice.

Delivery of the session is modified (if necessary) as contingencies arise in the learning situation, resource availability, learner needs and time constraints.

**A positive learning environment is created and maintained.**

Includes:

- participation
- resource availability
- two way communication
- pace
- monitoring process
- assessment opportunities
- any other important considerations.

### Comments:

## Assessment

Assessment processes are used to provide a check for learners of their achievement of learning outcomes.

### Comments:

## Session review

Learner reaction to the session is sought.

May cover:

- organisation
- delivery
- content
- location
- interaction
- opportunity to practice.

**Comments:**

<b>Observer name:</b>		<b>Phone:</b>	
<b>Position:</b>		<b>Date:</b>	
<b>Email:</b>			

## Assessment Task Three – Element 3

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

### ***Task Instructions***

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

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

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. This form has been provided to collate your evidence for element 3. If you feel that your session plans, session materials and learner feedback show this evidence clearly (including any modifications you have made), discuss this with your assessor. Your assessor may not require the Review Activity Form to be used.

If using the form, record your analysis and response to participants' comments in activity number two.

For activity number three 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 enjoy a particular experience.

After you have completed activities one to three, complete section four of the Review Activity Form. This requires you to identify any adjustments you intend to make as result of your review.

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. Delete names of the authors from any feedback material to protect their identity, if appropriate.

## Review Activity Form

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<b>Learner:</b>	
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### Session review

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

Session 1:

Materials provided for this assessment:

Session 2:

Materials provided for this assessment:

Session 3:

Materials provided for this assessment:

### Facilitator 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:

- your own personal goals for each session
- 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 organisation, content, delivery methods, location, opportunity to practice, interaction or other considerations as a result of your review activity?

Session 1:

Session 2:

Session 3:

## Assessment Results

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

Do all three session plans provide learning outcomes that match the identified needs of intending participants?	Yes	No
Do all three session plans show a structure which will aid the achievement of learning outcomes?	Yes	No
Do session plans or other evidence identify preparation required of the learning venue, including booking of facilities, layout, checking of equipment, assembling of support materials etc?	Yes	No
Do session plans contain review criteria which meet organisational reporting requirements?	Yes	No
Were resources appropriately selected and prepared to match session outcomes and to accommodate the expected range of learning styles?	Yes	No
Learner preparation results in completion of the Assessor Checklist?	Yes	No
Does completion of the Observation Checklist confirm that learners were advised of learning outcomes and the sequence of content at the start of the session?	Yes	No
Did facilitation incorporate at least three different learning methods each session and reinforce key learning points?	Yes	No
Did facilitation include the application of teaching strategies to promote individual participation, group interaction and the opportunity to practice?	Yes	No
Was delivery modified if necessary to accommodate contingencies in the learning situation, resource availability, learner needs and time constraints?	Yes	No
Does the Observation Checklist confirm that a positive learning environment was created and maintained?	Yes	No
Did the application of the assessment process check the achievement of intended learning outcomes?	Yes	No
Was learner reaction sought for each training session?	Yes	No
Was learner feedback analysed and used alongside self review to make refinements for future delivery?	Yes	No