

Learning Assessment Guide

Unit Standard 7098 – Version 2

Evaluate adult education courses

Level 6 – 9 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.

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

- Plan an evaluation process for an adult training course
- Collect and analyse data on an adult training course
- Report on the results of the evaluation

This Learning Assessment Guide is made up of:

- Tasks for you to complete.
- A Verification Form to be completed by your manager or team leader.
- Assessment Guide that the assessor will use to assess your competence.

Special Notes

- You will need to evaluate three courses each of at least twenty hours duration and each involving at least three sessions, or, two different courses of equivalent total duration (60 hours) and involving nine sessions
- Course is defined as a series of learning events which are coherent and lead to an overall learning outcome, or a set of related learning events.
- This unit standard excludes course evaluation conducted solely for the purpose of staff appraisal.

Assessment Task One – Element 1

Introduction

This task is designed to assess your ability to:

- Plan an evaluation process for an adult training course

Task Instructions

1. Provide your assessor with an evaluation plan for each of the three courses
2. Provide your assessor with a copy of the evaluation questions and method of enquiry used for each of the three evaluations
3. Provide full and comprehensive answers to the questions

Task One Questions

1. For each evaluation identify two stakeholders.

Range: stakeholders may include but is not limited to learners, providers, client organisation, funder, government agency, accrediting body.

Evaluation one

Stakeholder 1:

Stakeholder 2:

Evaluation two

Stakeholder 1:

Stakeholder 2:

Evaluation three

Stakeholder 1:

Stakeholder 2:

2. For each stakeholder identify the purpose of the evaluation and the stakeholder evaluation requirements

Stakeholder one

Purpose of the evaluation:

Stakeholder requirements

Stakeholder two

Purpose of the evaluation:

Stakeholder requirements

3. Using the evaluation questions as evidence, along with the methods of gathering data, describe how these questions were constructed to ensure the generation of data to achieve the purpose of the evaluation?

4. Select at least two evaluation tools which may include, but are not limited to questionnaire, interview, focus group, observation. Identify whether each one uses a qualitative and/or quantitative inquiry method.

5. Identify two information sources apart from the learners who could provide appropriate data for your evaluations.

6. Describe how the inquiry methods, information sources identified each enable ethical, valid and reliable data to be generated.

7. Evaluation plan

Present the evaluation plan and identify the key elements within the plan which may include but are not limited to timelines, resources, reporting procedures and format, information sources, relevant internal and external data, inquiry methodology, analysis process, ethical and cultural considerations, intended outcomes, review process

8. From your plan, give evidence of the planned scope and presentation for the evaluation and describe how this meets the stakeholder requirements.

9. Outline how the aims of the evaluation were managed and achieved within the timeframe, budgetary and resource constraints

Manager Verification Form

_____ (name of learner) is currently being assessed for Unit Standard 7098: Evaluate adult education courses.

As the learners manager you are asked to verify that:

- The evaluation process meets organisational standards Yes / No
Comment

- The evaluation process confirms the organisations policies and procedures have been followed Yes/No
Comment

- The evaluation process confirms where required that the ethical codes of professional bodies has been followed Yes/No
Comment

- The evaluation process has followed legal requirements including the Privacy Act 1993 and the Copyright Act 1994 Yes/No
Comment

Name: _____

Position: _____

Signed: _____

Date: _____

Thank you for your assistance

Stakeholder Verification Form

Stakeholders may include but are not limited to learners, provider, client organisation, funder, government agency, accrediting body.

_____ (name of learner) is currently being assessed for Unit Standard 7098: Evaluate adult education courses.

As a stakeholder you are asked to verify that:

- The evaluation report meets stakeholder needs. Yes/No

Comment

Name: _____

Position: _____

Signed: _____ Date: _____

Thank you for your assistance

Assessment Task Two – Element 2

Introduction

These tasks are designed to assess your ability to:

- Collect and analyse data on an adult training course

Task Instructions

1. Present your assessor with the evaluation report that identifies trends, patterns, and comparisons and provides evidence and justification of valid conclusions.
2. Answer questions 10 - 13

Task Two Questions

- 10.** Identify the organisation's cultural considerations and ethical requirements for the collection and storage of data. Note what organisational policies and procedures they relate to.

11. Outline how the data was collected, recorded and stored using cultural considerations and ethical requirements.

12. Identify how the data collection, recording, analysis and storage was carried out to the plan. If there are variables, outline what these were and why they happened.

13. Outline the process of establishing validity to ensure identified trends, patterns, comparisons and conclusions are valid

Assessment Task Three – Element 3

Introduction

This task is designed to assess your ability to:

- Report on the results of the evaluation

Task Instructions

Each of the ***three*** evaluation reports must include:

- An outline of how the validity of the results reflects the data, and an a brief explanation of how the report is appropriate for the recipients.
- Reliability and validity limitations of data interpretation
- Comparisons of related external data if available. This may include but is not limited to previous evaluations, internal and external benchmarks.
- Reference to recipients' access to raw data. This must acknowledge the constraints in relation to relevant organisational policy and legislation (for example, the Privacy Act 1993).
- An evaluation conclusion which must be valid and justified in terms of the evaluation purpose and results. Conclusions may include but is not limited to recommendations, decisions and identification of issues.

Within the reports, relevant areas relating to the performance criteria above are to be matched and highlighted for ease of reference for the assessor.

Assessment Guide

The following guide will be used to assess your competence for unit standard 7098.

Task / Element	Evidence required	Judgement	
<p><i>Task 1 / Element 1</i></p> <p>Plan an evaluation process for an adult training course</p>	For each evaluation identify the purpose of the evaluation in terms of the stakeholder requirements.	Questions are answered identifying the stakeholders and outlining the purpose of the evaluation.	Yes/No
	Two stakeholders are selected and may include but are not limited to: learners, providers, client organization, funder, government agency, and accrediting body.	Documentation identified stakeholder requirements.	Yes/No
	Evaluation questions are constructed to achieve the purpose of the evaluation.	Evaluation questions are presented and identified how they generate data to achieve the purpose of the evaluation.	Yes/No
	Qualitative and quantitative inquiry methods, information sources and design tools are selected that enable ethical, valid and reliable data to be generated.	Methods of enquiry are provided along with evidence that ethical, valid reliable data was collected.	Yes/No
	Two design tools which may include questionnaire, interview, focus group, observation.	Two design tools presented	Yes/No
	Information sources which include learners and two others- client organization, teaching staff, learning support staff, administrative staff and administrative data, professional associations and others.	Information sources identified.	Yes/No
	Evaluation plan is presented. This may include but is not limited to; timeline, resources, reporting procedure and format, information sources, relevant internal and external data, inquiry methodology, analysis process, ethical and cultural consideration, intended outcomes, review process.	Evaluation plan presented meets requirements	Yes/No

Task / Element	Evidence required	Judgement	
	<p>Planned scope and presentation of evaluation report meets stakeholder needs.</p> <p>The evaluation aims are achieved within the time, budgetary and resource constraints.</p>	<p>Verification form completed by two stakeholders for each evaluation that the evaluation report meets stakeholder needs</p> <p>Signed verification form by manager.</p>	<p>Yes/No</p> <p>Yes/No.</p>
<p><i>Task 2 / Element 2</i></p> <p>Collect and analyse data on an adult training course</p>	<p>Data collection recording and analysis to evaluation plan.</p> <p>Cultural considerations and organizations ethical requirements for data collection and storage are identified.</p> <p>Evidence of the process used to ensure validity in identifying trends, patterns and comparison conclusions is outlined.</p>	<p>Questions are answered That meet the set criteria For element 2 and link to the evaluation plan and report.</p>	<p>Yes/No</p>
<p><i>Task 3 / Element 3</i></p> <p>Report on results of the evaluation</p>	<p>Evaluation reports are presented and include</p> <p>An outline of how the results validity reflects the data, acknowledging the appropriateness for the report recipients.</p> <p>Reliability and validity limitations of data interpretation</p> <p>Comparisons of related external data if available. This may include but is not limited to - previous evaluations, internal and external benchmarks.</p> <p>Reference to recipients' access to raw data. This must acknowledge the constraints in relation to relevant organizational policy and legislation for example the Privacy Act 1993.</p>	<p>Evaluation reports presented that includes the performance criteria requirements.</p> <p>Manager's verification</p>	<p>Yes/No</p> <p>Yes/No</p>

Task / Element	Evidence required	Judgement	
	<p>An evaluation conclusion which must be valid and justified in terms of the evaluation purpose and results.</p> <p>Conclusions may include but are not limited to: recommendations, decisions, and identification of issues.</p>		