

# Learning Assessment Guide

## Unit Standard 7115 – Version 2

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

#### Level 4 – 4 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 Observation Checklist on which your assessor will document your delivery of training
- a Learner Verification Form to obtain evidence from learners
- 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 a learning environment to suit the characteristics of a specified adult earner group
- 2 create a positive learning environment
- 3 maintain a positive learning environment.

## Assessment Task One – Element 1

This assessment task is designed to assess your ability to prepare a learning environment to suit the characteristics of a specified adult learner group.

Some evidence toward element two is gathered during your answers to the task one questions.

### ***Task Instructions***

Provide your assessor with a copy of three session plans and session materials for training sessions that you are about to deliver or have delivered recently to adult learner groups. (Note: It will only be possible to use past delivery sessions as evidence if your assessor or an observer approved by your assessor was present at all three sessions.)

Plans and material will need to cover three different learning sessions of a minimum 30 minutes teaching time per session. If you are delivering a half day or day long programme you may choose to use coffee and lunch breaks to divide up your sessions.

Answer the task one questions which relate to your preparation. These may be answered in writing or orally. Let your assessor know if you wish to complete the questions orally. If answering the questions in writing, do so on a separate sheet of paper.

Your assessor will use the above material, along with learner feedback and assessor observations, to confirm that you have prepared your learning environment by:

- identifying the characteristics of intending learners and taking these into consideration in your planning
- preparing to accommodate differences in learning style and personality within the group, while optimising learning
- taking care to recognise and accommodate different individual needs, learning styles and personalities within your planning for group activity.

## Task One Questions

1. What are the main characteristics of your learner group(s) that you will take into account in your planning?
2. What are some of the different learning styles and personalities of group members you will have to take into account?
3. How are you going to accommodate the features that you have identified in your answers to questions 1 and 2 to optimise the learning environment?
4. When planning for group activity, what actions and precautions will you take in recognition of different individual needs, learning styles and personalities?
5. How will you ensure that individual learner expectations are in accordance with the learning outcomes from your session plans?
6. How will you organise the training venue to encourage a positive learning environment?
7. How will your welcome and introduction contribute to a positive learning environment?
8. Do you intend to provide any information to encourage learners to access support services or support options? If so, what information and how?

## Assessment Task Two – Elements 2 and 3

This task is designed primarily to assess your ability to:

- create a positive learning environment for adult learners
- maintain a positive learning environment for adult learners.

It will also provide some evidence related to element one, the preparation of the learning environment to suit the characteristics of the learner group.

### ***Task Instructions***

Arrange to be observed by your assessor or an observer approved by your assessor delivering three different training sessions to groups of adult learners. Each session must be a minimum of 30 minutes teaching time.

Your assessor or observer will need to have a copy of the relevant session plans and materials. This will normally have been provided for task one.

Your assessor or approved observer will use the accompanying Observer Checklist to document his/her observations. One checklist will be completed for each of the three observations.

Please note that element three requires you to receive feedback from learners and other stakeholders on your creation and maintenance of an optimal learning environment. You will need to have some form of feedback / review provision for each session.



**Maintain a positive learning environment**

Trainer implementation of group processes accommodates specific individual needs in ways such as:

- opportunities for individual practice
- encouragement of involvement, contribution and reflection
- two way feedback
- support
- acknowledgement of contribution
- other (please specify)

Tutor management and contribution supports an optimal learning environment.

Disruptions and distractions are managed, if they occur, in accordance with organisational policies and procedures, but with due consideration of the need to retain group morale. May include:

- learner behaviour
- environmental factors
- other (please specify)

Feedback by learners and other stakeholders includes the opportunity to comment on:

- the creation and maintenance of this learning environment
- the creation and maintenance of the optimum learning environment

**Legislation and organisational requirements**

Delivery and assessment complies with the Health and Safety in Employment Act 1992, and with organisation policies and practices.

**Comments:**

**Observer details, especially if other than the assessor**

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

### Assessment Task Three – Elements 1, 2 and 3

This assessment task provides independent evidence complementary to that provided in the two previous tasks for all three elements. It requires:

- learner feedback
- learner analysis of feedback.

#### ***Task Instructions***

Two types of learner feedback are required for this task:

- a) a copy of feedback provided by learners during review activity, and
- b) a completed Participation Form from two participants for each session.

The nature of the former may be dictated by organisation policy and procedures, while the latter will focus on the evidence requirements of unit standard 7115.

Have at least two participants from each session complete the accompanying Participant Feedback Form. Brief them on the content of unit standard 7115 before asking them to complete the form. It would be best if the form and briefing were provided prior to the beginning of the session they are asked to comment on.

Provide your assessor also with copies of the learner feedback you obtain (tutor notes of round robin comments, feedback forms, completed flip charts or other group presentations etc).

Complete the Analysis of Feedback Form.

If you have completed any modifications to your session plans or materials as a result of feedback, please provide your assessor with a copy of these changes.

Your assessor may wish to discuss the feedback and your analysis with you.

## Participant Feedback Form

To: Participant in training session

\_\_\_\_\_ (name of learner) is currently being assessed toward unit standard 7115 Create and maintain a positive learning environment for adult learner groups. Your feedback on how you found this training session will be used as evidence toward the unit standard.

Please rate (circle) the performance of your tutor as poor, acceptable, good or very good on each criteria. Then provide at least one example of tutor activity that contributed to this judgement.

1. The tutor was able to identify important characteristics of learners, their learning styles, personalities and needs, and take these into account in their delivery of training.

Poor                                      Acceptable                                      Good                                      Very good

Example:

2. The tutor confirmed learning outcomes for the session, answering questions and discussing learner expectations if necessary.

Poor                                      Acceptable                                      Good                                      Very good

Example:

3. Session organisation and tutor decisions related to the learning process contributed to a positive learning environment.

Poor                                      Acceptable                                      Good                                      Very good

Example:

4. The tutor encouraged participants to make good use of available learning support options such as resource personnel or equipment (computers etc).

Poor                                      Acceptable                                      Good                                      Very good

Example:

5. Tutor implementation met individual needs for practice, encouragement of involvement, contribution and reflection, feedback, support and other group processes important to maintaining a positive learning environment.

Poor

Acceptable

Good

Very good

Example:

6. Tutor management and contribution supported an optimal learning environment.

Poor

Acceptable

Good

Very good

Example:

7. Any disruptions and distractions were managed in accordance with organisation policies and procedures, and with due consideration of the need to retain group morale.

Poor

Acceptable

Good

Very good

Example:

8. The tutor sought feedback from participants on his/her creation and maintenance of an optimal learning environment.

Poor

Acceptable

Good

Very good

Example:

**Signed:** \_\_\_\_\_

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

## Analysis of Feedback 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:

Materials provided for this assessment:

Session 2:

Materials provided for this assessment:

Session 3:

Materials provided for this assessment:

## Feedback from other stakeholders

### 3. Please record:

Any feedback related to session 1:

Any feedback related to session 2:

Any feedback related to session 3:

## Adjustments following review

### 4. What changes will you make following feedback (e.g. about venue layout, welcome, organisation, content, delivery methods and interaction, feedback etc), 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.

Does the learner's evidence provide sufficient and appropriate examples?	Yes	No
Session materials and answers to task one questions demonstrate identification of the characteristics of learners and consideration of them in planning for the achievement of learning outcomes.	Yes	No
Session materials and answers to task one questions demonstrate the preparation of an optimal learning environment to accommodate differences in learning style and personality within the group.	Yes	No
Session materials and answers to task one questions show that care is taken to recognise and accommodate different needs, learning styles and personalities within planning for group activity.	Yes	No
Three different learning sessions of thirty minutes or more teaching time per session are observed by the assessor or by an observer approved by the assessor.	Yes	No
Observations confirm that learning outcomes are confirmed (agreed to) against individual learner expectations.	Yes	No
Observations verify that organisational and process decisions encourage a positive learning environment.	Yes	No
Observations verify that information provided encourages learners to access available support options.	Yes	No
Observations result in completion of three Observation Checklists.	Yes	No
Learner feedback from all three sessions is, in the view of the assessor, supportive of the creation and maintenance of a positive learning environment.	Yes	No
Nearly all of the ratings on the Learner Verification Forms are 'acceptable' or better, with examples supportive of a positive learning environment.	Yes	No
Completed Analysis of Feedback Form, and discussion if required, shows learner ability to respond to learner feedback and refine their delivery to improve the learning environment.	Yes	No