

Appendix 6 Adult Education and Training and Generic Education and Training Sector Requirements For Consent To Assess (previously 0045)

Applicant TEOs must meet the common requirements of each criterion detailed in the CMR and these specific requirements for standards in the following specific domains, and continue to meet them to maintain their consent or accreditation.

A Particular skills and knowledge of teachers and assessors

Domains:: Adult Literacy and Numeracy Education, Delivery of adult Education and Training, Design and Development of Adult Education and Training, Evaluation in Adult Education and Training, Management of Adult Education and Training, Assessment of Learning, Open, Flexible and Networked Learning, Research in Education

The applicant organisation must have policies and procedures for the development, delivery and evaluation of teaching programmes to ensure that:

- Recognised good practice and current research from authoritative sources informs programme development.
- Relevant stakeholders are involved in programme development, delivery and evaluation including appropriately experienced personnel, learners and consumers, and Māori and/or other cultural and/or ethnic groups if relevant to the organisation's community and/or programme.
- Feedback from learners once they have applied their learning is obtained and used to inform the development of future programmes.

These requirements are designed to ensure current research, industry and community expertise and the post-participatory experiences of the learner, inform adult education and training programmes.

Where Māori are the Ākonga, the applicant organisation must have policies and procedures for the development and evaluation of teaching programmes to ensure that:

- Māori pedagogy is accommodated in terms of Māori teaching styles, language, culture and spirituality.
- The Māori community is involved.
- The teaching resources are culturally authentic and appropriate.
- A holistic and integrated approach to programme design, delivery and assessment is used.

B Special resources required for assessing against the standards

Domains:: Adult Literacy and Numeracy Education, Delivery of adult Education and Training, Design and Development of Adult Education and Training, Evaluation in Adult Education and Training, Management of Adult Education and Training, Assessment of Learning, Open, Flexible and Networked Learning, Research in Education

The applicant organisation must have policies and procedures to ensure that:

- Staff involved in assessing against standards are trained in standards-based assessment. They must either have obtained credit for Assessment of Learning: Unit 4098, Use standards to assess candidate performance, or Unit 30421, Carry out

assessments against standards to make judgements of learner performance, Unit 11551, Quality assure assessment and Unit 11552, Design and evaluate assessment materials; or are able to demonstrate equivalent knowledge and skills.

- Staff involved in assessment are involved in ongoing professional development related to education, especially study towards the New Zealand Certificate in Assessment Practice (Level 4) [Ref: 2752].

Domain Adult Literacy and Numeracy Education:

The applicant organisation must have policies and procedures to ensure that staff engaged in teaching and assessment hold a qualification at Level 5 or above relevant to adult literacy and numeracy education or are able to demonstrate equivalent knowledge and skills.

The applicant organisation must have policies and procedures to ensure that staff engaged in teaching and assessment of programmes that include assessment against standards 29622, 29628 and 29629 are able to demonstrate a comprehensive knowledge of Māori teaching methods and learning strategies.

Domain Research in Education:

The applicant organisation must have policies and procedures to ensure that staff engaged in teaching and assessment maintain knowledge of current research developments and are engaged in research relevant to education.