

Approved version 3

Directory of Assessment Standards Listing and Operational Rules 2011

1. Authority

1.1 These Rules are made under section 253 of the Education Act 1989.

2. Commencement

2.1 These Rules commence on the date of commencement of Education Amendment Act (No.4) 2011, or the day after the date of approval by the Minister under section 253(5) of the Act if that approval is later than the date of commencement of Education Amendment Act (No.4) 2011.

3. Interpretation

3.1 In these Rules, unless the context otherwise requires:

Act means the Education Act 1989

Classification means the field, sub-field or domain for a standard:

Consent and moderation requirements means the standard-setting body requirements listed for standards that relate to the particular skills and knowledge of teachers and assessors, any special resources required for assessing against the standards, learner access to resources, practical experience, and national external moderation:

Credit value means the number of credits, with each credit representing ten notional learning hours:

Directory means the Directory of Assessment Standards provided for in section 248A of the Act:

Industry training organisation has the meaning in section 159(1) of the Act:

Level means any of levels 1 to 10 of the NZQF:

Level descriptors means the descriptors used by NZQA to determine levels (the descriptors are available on NZQA's website):

NZQA means the New Zealand Qualifications Authority:

NZQF means the New Zealand Qualifications Framework:

Standard-setting body means an "approved standard-setting body" within the meaning of section 248B(1) of the Education Act 1989:

Status means current, expiring, or discontinued status of the standard, as described section 5:

Te Hono o Te Kahurangi quality assurance means applying Te Hono o Te Kahurangi whare ako framework and quality assurance tools for listing standards on the Directory, as that framework and those tools are published by NZQA from time to time on its website.

3.2 References to sections and rules are to sections and rules of these Rules unless otherwise specified.

4. Assessment standards details to be listed on the Directory

4.1 The details for all assessment standards listed on the Directory are:

- (a) a title that reflects the outcomes of the standard:
- (b) a classification, credit value and level (consistent with the level descriptors):
- (c) a purpose statement:
- (d) the outcomes and criteria to be achieved:
- (e) grades that can be awarded on achievement of the standard:
- (f) learner prerequisites:
- (g) guidance information directly relevant to the assessment or performance of the standard:
- (h) the name and contact details of the standard-setting body:
- (i) the intended period for ongoing review, being no longer than 5 years from listing:
- (j) the referenced consent and moderation requirements:
- (k) a status assigned to each standard in accordance with section 5.

4.2 Standards will not be listed at levels 7 to 10 for qualifications that are degrees or post-graduate qualifications.

5. Status of standards

5.1 Standards on the Directory will be assigned one of three kinds of status: current, expiring or discontinued.

5.2 Standards with current status can be used for assessment of learners by education organisations in accordance with the Education Act.

5.3 Standards with expiring status are those which are being:

- (a) replaced with a new standard:
- (b) discontinued (*normally as a result of a review or due to lack of use of the standard for an extended period of time*).

5.4 An expiry date will be applied to each expiring standard, at which time the standard will attain discontinued status.

5.5 Learners may be enrolled in standards with expiring status only if assessment of the learner is able to be completed prior to the date the standard attains discontinued status.

5.6 Standards with discontinued status may no longer be used for assessment of learners, credits for them may no longer be awarded, and the listed details may only include those described in paragraphs (a), (b), and (j) of rule 4.1.

6. Amendment of standards and listing details

- 6.1 At the request of a standard-setting body, or where NZQA considers it necessary in the circumstances, NZQA may amend the standard or listing details.
- 6.2 Where NZQA considers it necessary to amend the standard or listing details, NZQA will provide the standard-setting body with reasonable notice and an opportunity to respond to the proposed amendments.

7. Removal of a standard from the Directory

- 7.1 NZQA will remove a standard (and its associated details) from the Directory of Assessment Standards where it identifies errors in the listing of the standard.
- 7.2 NZQA will provide the standard-setting body with reasonable notice and an opportunity to respond to removal of standard from the Directory.

8. Applications to list standards on the Directory

- 8.1 Applications to list standards on the Directory may be made by standard-setting bodies, and must contain:
 - (a) the details listed in rule 4.1:
 - (b) evidence that the standard is acceptable to the relevant sector (this may include the education sector) or industry and to providers that will be using them in study or training:
 - (c) an explanation of the intended use of the standard.
- 8.2 NZQA will advise applicants if any aspects of the application require further work.
- 8.3 Where NZQA is satisfied that the application contains all the relevant details, NZQA will advise the applicant that the standard has been approved, and will proceed to list the standard on the Directory.
- 8.4 Where NZQA is not satisfied that the relevant details have been provided, or not satisfied that the content of the details is sufficient for listing, NZQA will not approve the application or list the standard.
- 8.5 The Ministry of Education is the only standard-setting body that may apply to list achievements standards, and where the Ministry does apply:
 - (a) NZQA must be satisfied the achievement standards are based on the National Curriculum Statements published in the Gazette under section 60A of the Act:
 - (b) NZQA will only list the achievement standards at levels 1 to 3:
 - (c) one of two assessment modes must be specified (internal or external).

8A. Requests for Te Hono o Te Kahurangi quality assurance

- 8A.1 When applying to list a standard on the Directory, an applicant may request that Te Hono o Te Kahurangi quality assurance is used for assessment of the application.

8A.2 An applicant making a request under Rule 8A.1, in addition to providing the information required under Rule 8.1, must provide the information that the Te Hono o Te Kahurangi quality assurance framework and tools require.

8A.3 NZQA will evaluate a request made under Rule 8A.1, together with the information supplied, in accordance with Te Hono o Te Kahurangi quality assurance.

9. Responsibilities relating to standards

9.1 A standard-setting body must:

- (a) review the standards it listed within the specified review period using the review guidelines published by NZQA on its website:
- (b) undertake national external moderation in accordance with the consent and moderation requirements in accordance with rule 9.3:
- (c) keep the consent and moderation requirements current, and review them within their review period, following the guidelines published by NZQA on its website.

9.2 Industry training organisations must:

- (a) carry out self assessment and participate in external evaluation and review:
- (b) report annually to NZQA on the performance of the national external moderation system in accordance with guidelines published on the NZQA web site, including reporting of concerns about the performance of any participating tertiary education organisation (for example, if an organisation does not properly engage in the national external moderation process).

9.3 The national external moderation referred to in paragraph (b) of rule 9.1 must:

- (a) ensure assessment practice is fair, valid and consistent:
- (b) be appropriate to the nature of the learning outcomes and assessment evidence collected:
- (c) provide confidence that learners have achieved the specified standard:
- (d) provide confidence in the reliability and consistency of assessor judgements about learner performance:
- (e) be cost effective:
- (f) focus on improving assessment practice:
- (g) specify roles and responsibilities within the moderation system:
- (h) specify the requirements for collecting assessment samples and moderation activities.

9.4 Where NZQA considers that an industry training organisation is not meeting its responsibilities under rules 9.1 or 9.2, NZQA will notify the organisation and seek its views including any remedial action the standard-setting body intends to take.

9.5 After considering the views provided by the industry training organisation under rule 9.4, where NZQA considers it appropriate to do so, NZQA will notify the Tertiary Education Commission.

10. Listing of Australian units of competency on the Directory

10.1 NZQA will list a coversheet for an Australian unit of competency on the Directory where:

- (a) it contains the relevant details specified in section 4 and NZQA is satisfied the content of the details is sufficient for listing; and
- (b) the standard does not duplicate an existing standard listed on the Directory; and
- (c) a copy of the relevant written agreed arrangements between the applicant standard-setting body and an Australian Industry Training Advisory Body or Skills Council is provided.

EXPIRED