

Skill standard components

Skill standards are defined in the Education and Training Act as:

- (a) means a specification of skills, the levels of performance in those skills, and the learning outcomes associated with those skills; and
- (b) in relation to any vocational education and training (or proposed vocational education and training), means a specification of some or all of the skills in which training is (or is proposed to be) received, the levels of performance in those skills intended to be attained by people receiving the training, and the learning outcomes associated with those skills.

It is proposed that skill standards include the following components. Some are minimum NZQA system requirements (indicated with *):

Ngā wāhanga Component	Te whakamāramatanga Explanation
Nama Rārangi Paetae Aromatawai DASS ID*	A unique numerical identifier that allows the standard to be identified in the Directory of Assessment and Skill Standards (DASS) and other data systems.
Taitara Title*	The title identifies and summarises the skill(s) in the standard and is meaningful to stakeholders in itself.
Kaupae Level*	Standard Setting Bodies develop skill standards with reference to the New Zealand Qualifications Framework (NZQF) level descriptors . NZQA determines whether the NZQF level assigned to the skill standard is appropriate, as part of the standards approval and listing process.
Whiwhinga Credit*	Skill standards are assigned a credit value. The credit value is an indication of how much time it would take a learner, with little or no prior learning, to become competent in the skills in the standard. One credit represents ten hours of learning and assessment activities.
Whāinga Purpose*	The purpose of the skill standard states who it is for and what the person will be able to do once awarded the standard. It may also include information about where the standard fits in a qualification or credential landscape.
Whakaakoranga me mātua oti Pre-requisites	Standard setting bodies may specify other skill standards as pre-requisites.

Ngā wāhanga Component	Te whakamāramatanga Explanation
Hua o te ako Learning outcomes*	The learning outcome(s) describe the skill(s) and underpinning knowledge a learner will have once they have achieved the standard. Learning outcomes must include an action verb(s), content, and context. Collectively, the verb, content and context components help define the level and credit value of the standard.
Ihirangi waitohu Indicative content*	Skill standards include the topics learners will cover, expressed at a high level.
Pārongo aromatawai me te taumata paearu Assessment information and grade criteria*	<p>Assessment information and grade criteria describe the required levels of performance of the skill(s) in the standard.</p> <p>The levels of performance must be specified in a way that informs valid assessment design and consistent assessor judgements.</p> <p>How the levels of performance are expressed and the amount of detail, will vary across standards and skills as determined by the standard setting body.</p>
Rauemi, ārahitanga me ngā whakamāramatanga Resources, guidance and definitions	<p>Relevant legislation, Rules, Codes of Practice, textbooks, links to online material, and other useful guidance to tutors, assessors and learners.</p> <p>Standard setting bodies may also publish this information elsewhere so it can be kept up-to-date, without the need for a new standard version.</p>
Ngā rōpū whakatau-paerewa Standard Setting Body*	<p>Identifies the standard setting body responsible for developing and maintaining the skill standard.</p> <p>e.g. a Workforce Development Council, NZQA.</p>
Whakaritenga Rārangi Paetae Aromatawai DASS classification*	<p>Skill standards are listed on the Directory of Assessment and Skill Standards (DASS).</p> <p>The DASS has a three-tier classification system for standards comprising Fields, Subfields, and Domains.</p>
Pārongo Whakaū Kounga Quality Assurance information*	<p>Standard Setting Bodies specify Consent to Assess and National External Moderation requirements for a particular industry or suite of standards in a Consent and Moderation Requirements document (CMR).</p> <p>Each standard includes the reference number of the relevant CMR.</p>
Tūranga whai tikanga Status*	Identifies version-specific information including review date, replacement information and last date for assessment.