

Title	Design and evaluate assessment materials		
Level	5	Credits	10

Purpose	<p>This standard is for those who wish to become professional adult and tertiary teaching practitioners.</p> <p>People credited with this unit standard are able to design and evaluate assessment materials.</p> <p>This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Adult and Tertiary Teaching (Level 5) [Ref: 2993].</p>
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Classification	Generic Education and Training > Assessment of Learning
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Available grade	Achieved
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Entry information	
Recommended skills and knowledge	The New Zealand Certificate in Adult and Tertiary Teaching (Level 4) [Ref: 2746] provides underpinning skills and knowledge and it is recommended that candidates hold that qualification or are able to demonstrate equivalent knowledge and skills before assessment against this standard.

Explanatory notes

- 1 Range
 The materials must use a range of at least three different assessment methods across two assessments.
Assessment activities may include but are not limited to – written questions, scenarios, simulations, skills tests, observation checklists, attestation/verification questionnaires.

- 2 Candidates must act professionally, ethically, and with cultural sensitivity during assessment against this standard. This will include compliance with relevant legislation and organisational requirements. Legislation may include the:
 - Health and Safety at Work Act 2015,
 - Privacy Act 1993,
 - Human Rights Act 1993,
 - Copyright Act 1994,
 - Vulnerable Children Act 2014,

- and any subsequent amendments.

3 Definitions

Assessment materials refer to such things as assessment activities, assessment schedules, assessor briefs, evidence guides, checklists, and marking guides.

Assessment methods refer to such things as observation of natural events, simulations, skills tests, examination of products, processes for attestation, and written and/or oral assessments.

Candidate is the person who is being assessed against this standard.

Good assessment practice will occur when the assessor focuses on outcomes, gives due consideration to all evidence requirements within the performance standard(s) and judges, overall, that the candidate has provided sufficient evidence that the outcomes have been met.

Integrated assessment refers to combinations of outcomes of standards that are assessed simultaneously.

Learner is the person who is taught/trained by the candidate.

Quality assurance means a process of monitoring assessment to ensure that it is valid, consistent, fair and sufficient and supports equitable outcomes for all learners.

Depending on the context, it may also be called moderation, verification, validation, audit, or other similar terms. Quality assurance activities may include but are not limited to – combinations of discussion with and observations of assessors, meetings of assessors, analysis of assessment documents and materials and assessor decisions.

Stakeholders refer to learners, and may also include – internal and external moderators, subject matter experts, organisational managers/supervisors.

Standard(s) are statements of performance with measurable outcomes against which assessment occurs. Standards may include but are not limited to – New Zealand Qualifications Framework unit standards, other national standards, organisational standards.

Outcomes and evidence requirements

Outcome 1

Explain assessment types, and compare evidence collection methods and their application.

Evidence requirements

- 1.1 The purpose of a variety of assessment types is explained in terms of their application.

Range includes but is not limited to – diagnostic, formative, summative.

- 1.2 The principles of effective assessment are described in terms of good assessment practice.

Range validity, currency, consistency, reliability, authenticity, sufficiency, fairness.

- 1.3 The effectiveness of various evidence collection methods and their application are compared in terms of good assessment practice.

Range evidence collection methods may include – naturally occurring assessments; portfolio; online assessments; observation, written or oral questions; attestation; simulation.

Outcome 2

Design assessment materials.

Range materials must include – assessment activities and a marking schedule.

Evidence requirements

- 2.1 Assessment types are selected and activities are designed to measure performances against the required standard.
- 2.2 Assessment activities are designed to enable integrated assessment to occur where possible.
- 2.3 Assessment activities and materials are designed to enable candidates to have a clear understanding of what is required.
- 2.4 Assessment guidance materials are designed to enable assessors to collect evidence that meets the principles of good assessment practice and enables judgements that are consistent.

Outcome 3

Evaluate assessment materials.

Evidence requirements

- 3.1 Assessment materials are evaluated in terms of their alignment with the standard and organisational quality assurance requirements.
- 3.2 Stakeholder feedback on assessment materials is sought and used to identify possible refinements to the materials.
- Range evidence of two stakeholders is required, including a potential learner.
- 3.3 Possible refinements are considered and incorporated, where appropriate, into the assessment materials in accordance with good assessment practice.

Planned review date	31 December 2021
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 August 1997	31 December 2015
Review	2	19 October 2000	31 December 2015
Revision	3	10 March 2005	31 December 2015
Review	4	18 June 2010	N/A
Rollover and Revision	5	20 March 2014	N/A
Review	6	19 January 2017	N/A

Consent and Moderation Requirements (CMR) reference

0045

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMR). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.