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| Title | Design and use complex and innovative assessments | | |
| Level | 6 | Credits | 20 |

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| Purpose | <p>People credited with this unit standard are able to design complex and innovative assessments and, assess using complex and innovative assessment resources in an ethical and professional manner.</p> <p>This unit standard has been developed to contribute to the New Zealand Certificate in Assessment (Advanced Practitioner) (Level 6) [Ref: 2753].</p> |
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| Classification | Generic Education and Training > Assessment of Learning |
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| Available grade | Achieved |
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Guidance Information

1 Definitions

Complex and innovative assessments will challenge the traditional boundaries for the assessment context and practice, and be new to an organisation, eg integrated assessment, blended assessments using a range of different techniques, case studies for online assessments, just in time/real time assessment.

Good assessment practice will occur when the design supports a focus on outcomes and gives due consideration to all performance criteria within the performance standard(s), and enables the assessor to consistently judge, overall, that the candidate has provided sufficient valid evidence that the outcomes have been met.

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, peer review, 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 the tutor/trainer, learners, provider, and/or client organisation(s).

Use may include piloting or trialling.

2 Range

Outcomes may be derived from – qualifications, Standard Operating Procedures (SOPs), standards, Key Performance Indicators (KPIs), competency frameworks. The assessment needs analysis does not have to be one developed by the candidate.

- 3 All activities must conform to the procedures and requirements of any relevant standard setting body or quality assurance body, as well as contextual requirements.
- 4 It is recommended that assessment against this standard be undertaken in conjunction with Unit 30426, *Evaluate the design and use of materials for complex and innovative assessments*, as the two standards assess complementary skills.
- 5 Recommended prior skills and knowledge for this standard are covered in Unit 30424, *Critically evaluate current and emerging assessment practices and frameworks for application in education or training*.

Outcomes and performance criteria

Outcome 1

Design complex and innovative assessments.

Range contexts may include – different clients, programmes, or settings; negotiation and collaboration with key stakeholders, including learners. Evidence of at least one assessment each for a minimum of two different contexts is required.

Performance criteria

- 1.1 Assessment is designed to meet outcomes identified in an assessment needs analysis.
- 1.2 Assessment is designed based on evidence types matched to the outcomes and learner profile.

Range a minimum of three evidence types, which may include integrated evidence, portfolio, assessment conversation, skills recognition, naturally occurring evidence.
- 1.3 Assessment is designed using good assessment practice principles.
- 1.4 The elements of complexity or innovation in the assessment are identified.
- 1.5 Learner and assessor support resources and processes are designed that promote good assessment practice and consistency of judgements.
- 1.6 Materials are submitted for quality assurance prior to use in accordance with contextual requirements.

Outcome 2

Assess using complex and innovative assessment resources in an ethical and professional manner.

Performance criteria

- 2.1 Assessment is carried out using the assessment materials and agreed assessment arrangements in accordance with good assessment practice.
- 2.2 Any assessment administrative and reporting requirements are carried out in a timely manner.
- 2.3 Effectiveness of assessment methods and materials, and of own practice are reviewed, and possible areas for future refinement identified.

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| Planned review date | 31 December 2022 |
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Status information and last date for assessment for superseded versions

| Process | Version | Date | Last Date for Assessment |
|--------------|---------|-------------------|--------------------------|
| Registration | 1 | 28 September 2017 | N/A |

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| Consent and Moderation Requirements (CMR) reference | 0045 |
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

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.