New Zealand Certificate in Assessment Practice
Level 4

Qualification Review Guidelines
Prepared by Ako Aotearoa, September 2021

AKŌ
AOTEAROA

Contents

Overview

This guide outlines what tertiary education organisations could consider when developing a programme of study leading to the following qualification:

- **New Zealand Certificate in Assessment Practice (Level 4)**.

This guide will help those who apply to NZQA for programme approval. It will also help as part of an internal self-review. The self-review may focus on ensuring that an existing programme meets current requirements, such as in the case of a recently updated or new version of a qualification.

Providers working towards programme approval should consult all relevant NZQA documentation including the following:

- NZQF Programme Approval and Accreditation Rules
- Guidelines for approval and accreditation of Level 1-6 programmes
- Resources for unit standards-based pathways, including landscapes

Providers are encouraged to attend to the recommendations in these NZQA documents when developing, delivering and self-assessing programme(s) for this qualification.

These guidelines cover:

1. Key qualification requirements
2. Matching the identified needs of your target learner groups
3. Components
4. General Conditions
5. Graduate Profile Outcomes and associated recommendations
6. Work-based Learning
7. Assessment Guidelines

Glossary

For the purpose of this suite of qualifications, the following definitions are provided.

Candidate is the person who is enrolled in a programme leading to this qualification.

Cultural competencies refers to the knowledge, skills, and values required to achieve a better understanding of, and enhance relationships with, learners of different cultures.

Kaitiakitanga refer to concepts of mentoring, coaching, care, guidance, nurturing, sharing, responsibilities, external stakeholder consultation.

Learner is the person who the candidate is providing learning opportunities for.

Mana refers to the unique characteristics of adult learners as individuals and what they bring to their learning, including literacy and numeracy skills.

Māori cultural competencies refer to the practical steps for providing education and relating to Māori and other learners in a manner that recognises and respects Māori values and beliefs in order to achieve better teaching and learning outcomes.

Tangata whenua literally means 'people of the land' and is used to describe Māori as the indigenous people of Aotearoa New Zealand.

Tangata tiriti literally means 'people of the treaty' and is used to describe people of non-Māori origin who have a right to live in Aotearoa New Zealand under the Treaty of Waitangi.

Work-based learning refers to opportunities for learning that are achieved through authentic activity in adult or tertiary teaching settings and which includes a specified element of supervised practice.

1. Key Qualification Requirements

Strategic Purpose

The strategic purpose statement for this qualification states:

> *This qualification is intended for individuals who, working with existing assessment materials, undertake the assessment of learners that leads to an award in the adult and tertiary education sector.*
>
> *Graduates will have the skills and knowledge to undertake assessment in various environments including within industry or workplaces and/or with youth in their transition from school to work.*
>
> *This qualification may contribute to professional requirements for registration as a workplace assessor.*

Qualification type definition

Your programme must meet the NZQA's qualification type definition including the requirements outlined below:

Credits and notional hours of learning

Programmes leading to the award of this qualification should be:

- **40** credits at Level **4**
- Equivalent to approximately **400** notional hours of learning according to NZQA rules.

This time allocation is inclusive of class-based, work-based, web-based and independent learning hours.

Matches NZQA descriptors

Your programme must align with the NZQA descriptors which provide guidance on the learning requirements of a **Level 4 certificate** qualification. In summary, these are:

Knowledge	● Demonstrate broad operational and theoretical knowledge in a field of work or study.
Skills and Application	● Select and apply solutions to familiar and sometimes unfamiliar problems ● Select and apply a range of standard and non-standard processes relevant to the field of work or study ● Apply a range of communication skills relevant to the field of work or study ● Demonstrate the self-management of learning and

	performance under broad guidance ● Demonstrate some responsibility for performance of others.

It is important to ensure that the programme learning demands do not exceed nor fall below those outlined above.

Modes of delivery

Providers have a range of choices for programme delivery which may include face-to-face, online or blended teaching and learning.

Decisions will be made based on available resources and the target audience. The qualification requires that all programmes must include an underpinning base of evidence-based practice in digital educational technologies.

All programmes should integrate technology-enhanced learning and teaching beyond the immediate requirements of individual Graduate Profile Outcome statements.

Entry or other qualification requirements

There are no recommended entry requirements for this qualification.

Progression to other qualifications

Educational pathways for this qualification indicate that graduates will be able to pathway to other qualifications at Level 4 and above in adult and tertiary teaching.

While the logical progression is to the Adult and Tertiary Teaching Level 4 qualification – if the candidate has not already completed this – graduates may, depending on interest, need or capability, also progress to the:

- New Zealand Certificate in Adult and Tertiary Teaching, (Level 5) [Ref: 2746]
- New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace), (Level 5) [2754].

Diagram 1 (next page) shows logical pathways across the suite of teacher education qualifications from the NZCAP Level 4 to other qualifications.

Diagram 1: Progression from NZCAP Level 4

| NZCET L6 60 credits | NZCLD L6 60 credits | NZDATT L6 120 credits | NZDALNE L6 120 credits | NZCPT L6 60 credits |

| NZCLE L5 60 credits | NZCATT L5 60 credits | NZCALNE (Voc) L5 40 credits | NZCALNE (Ed) L5 80 credits |

| NZCAP L4 40 credits | NZCATT L4 40 credits |
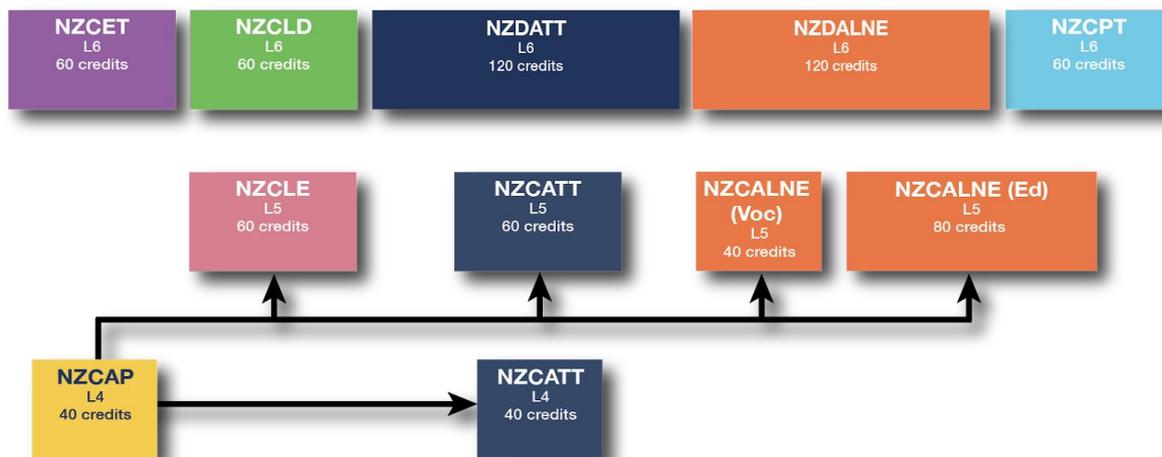
Other qualification requirements

Requirements specific to the general conditions or graduate profile outcomes are discussed below in Sections 4 and 5.

Questions to consider

- What is your programme aim?
- How does your programme and its components meet the strategic purpose of the qualification?
- Why is your programme acceptable to relevant communities and key stakeholders?
- How does your programme create opportunities that cover 40 credits of learning in relation to assessment practice?
- What will be the balance and coherence between class-based, web-based, work-based and independent learning?
- What is your learner profile and how will learners be assisted to manage independent learning at this level?

2. Matching the Identified Needs of Your Target Learner Groups

Due diligence

Any NZQA approved programme for this qualification will need to provide sufficient evidence with regards to target learner groups.

Gathering information to inform your answers to questions like the ones below should be part of your due diligence process in the early stages of developing your programme and approval documentation.

Questions to consider

With regards to your target learner groups:

- Who are they and how did you identify them?
- What are their needs and how did you identify these?

With regards to your programme, how can you show that:

- You have designed your programme to match the identified needs of your target learner groups?
- Your programme enables your target learner groups to achieve the qualification outcomes?

How have the following informed the development of your programme?

- Sector consultation undertaken by your own or other organisations.
- Relevant Tertiary Education Commission (TEC) policies, strategic directions, implementation, planning or funding conditions.
- The needs of key stakeholders or partner organisations that you work with.
- The subject area expertise or domain knowledge of your organisation and delivery team.

3. Components

Articulating the units of learning in your programme

As noted in the NZQA's Programme Approval Guidelines you will need to clearly articulate the units of learning that make up your programme.

These units of learning are the components, and you may need to reference the following:

- The structure and progression of your programme
- The modes of learning
- Self-directed learning including what kind and how this is broken down over time
- Your learning outcomes and how these relate to or compare with the Graduate Profile Outcomes
- Your learning outcomes for different modules and related assessments
- NZQA unit standards and assessment schedules, if relevant
- Your approach to assessment including how each assessment contributes to the credit value of the qualification.

Matrix showing GPOs mapped to programme learning outcomes

You may wish to use a matrix or chart to give a visual representation of how each of these relate to one another:

- How self-directed learning is allocated across different components
- How Graduate Profile Outcomes map to your programme learning outcomes and unit standards or components, if relevant.

Here's a generic example of what this might look like for showing alignment between components, programme learning outcomes, and qualification graduate profile outcomes (GPOs).

Components or Unit Standards	Learning Outcome	GPO 1	GPO 2	GPO 3	GPO 4
Component 1	Outcome 1	✔	✔		
Component 2	Outcome 1	✔	✔		
	Outcome 2	✔	✔		
	Outcome 3	✔	✔		
	Outcome 4	✔	✔		

	Outcome 5	✔	✔		
Component 3	Outcome 1	✔	✔	✔	
	Outcome 2	✔	✔	✔	
Component 4	Outcome 1	✔	✔	✔	✔
	Outcome 2	✔	✔	✔	✔
	Outcome 3		✔	✔	✔
	Outcome 4	✔	✔	✔	✔

Many of the recommendations below appeared in earlier versions of the qualification as conditions so providers are urged to consider these in programme development and delivery.

Integration

Integration is a core principle for programme development. It ensures candidates experience an integrated, holistic and meaningful programme of study where connections between outcomes are explicit and reflect real-world contexts.

The following considerations apply:

- Outcomes should be integrated across programme design in a way that makes it clear outcomes are mutually supportive and not entirely discrete.
- In a programme, assessment of all outcomes should be integrated so each assessment task provides evidence of at least two outcomes in ways that demonstrate their interdependence.

Examples are given below in the Graduate Profile Outcome statements as to how this integration might happen.

Practical Experience

Practical experience is an essential component of programmes leading to the award of this qualification. This is expanded further in Section 6 below.

Evidence-based practice

Programmes should include an underpinning base of evidence-based practice in:

- Adult education and training including current validated adult learning research and theory. Evidence-based practice will be that which is informed by research or other projects that focus on enhancing outcomes for learners.

- The use of digital educational technologies. Digital technologies that solve educational problems and enhance learner engagement and success will be woven throughout the programme. These should be evident in both the teaching and learning and in the assessments in the programme to assist candidates in understanding the value of digital assessment.

4. General Conditions

The following conditions apply to this qualification. Relevant definitions can be found in the glossary in this guidance document.

Work-based learning, and literacy and numeracy embedding

- Programmes must include the assessment and quality assurance of at least 10 credits of learning, or equivalent, using a minimum of three different assessment methods, and assessment of at least three separate learners. A post-assessment quality assurance report, either formal or informal, must be provided for at least one of the assessments.
- Principles and practices of literacy and numeracy must be embedded within the assessment practices of candidates.

Considerations

This is a basic assessment qualification and, as such, experiencing the realities of adult and tertiary teaching and assessment contexts is critical to the candidate's learning experience.

Providers must ensure that candidates are able to complete the assessment requirements in real contexts as much as possible. This is likely, but not necessarily, the candidate's place of work or voluntary contribution.

Where possible the 10 credits of learning that is assessed will include integration of more than one Graduate Profile Outcome or unit standard.

Assessment methods may include, but are not limited to, written, practical, web-based, observation or similar methods. The literacy and numeracy demand of the course must be considered in relation to the capabilities of the learners and assessment methods. Where possible, more than one learner will be included in assessment events.

The post-assessment quality assurance (moderation) report should be included as part of submitted assessment materials.

Suitably qualified assessors must be responsible for assessing the candidates. These could include the programme teaching staff or others in the practice setting who have the required qualifications or experience to make accurate and valid assessments.

Further detail about work-based learning is included in Section 6.

Te Tiriti o Waitangi and Cultural Competencies

> – Programmes must include a range of pedagogical principles and cultural practices. These principles and practices are reflective of Te Tiriti o Waitangi, to ensure that the indigenous status of Tangata Whenua and the role of Tangata Tiriti are understood.
> Accordingly, programmes must contribute to the development of Māori cultural competencies. These principles, practices and cultural competencies also include those reflecting Aotearoa New Zealand's Pacific location and diverse population.

Considerations

Definitions for the following are included in this guidance document in the glossary:

- Tangata Whenua
- Tangata Tiriti
- Cultural competencies
- Māori cultural competencies
- Work-based learning
- Mana

These concepts and competencies must be woven throughout the programme and be evident to candidates in learning, teaching and assessment.

5. Graduate Profile Outcomes and Associated Quality Recommendations

The information below lists the Graduate Profile Outcomes from the qualification and recommended related quality components.

Many of these components appeared in Version 1 of the qualification as *conditions* so providers are urged to consider these in programme development and delivery.

This will include:

- integration of outcomes and assessments
- a base of relevant evidence-based practice and learning theory
- integration of digital educational technologies to enhance learner outcomes
- integration of Te Tiriti and cultural competencies.

Some relevant resources for programme development are also included.

Graduate Profile Outcome 1

Apply assessment principles and processes to make sound assessment judgements on assessment evidence produced by learners.

10 credits

Recommended Quality Components and Resources

Apply assessment principles and processes includes an understanding of the supporting assessment theory.

Apply assessment processes includes:

- using own technical expertise to assess, or using a subject matter expert if necessary
- ensuring assessment evidence is current, repeatable, authentic, valid, sufficient
- ensuring assessment judgements are: transparent, fair, equitable, measurable; integrated where possible; and consistent with other assessor judgements.

As is consistent with a level 4 qualification, the programme will not have the candidates creating their own assessments, but they will likely adapt or, at least, provide feedback on existing assessments.

Resources that support student-centredness, facilitation, assessment and feedback, including valid and diverse methods of digital assessments, can be found in the following resources for tertiary teachers available on the Ako Aotearoa website:

- Signposts

- [Goalposts](#)
- [ePosts](#)

Graduate Profile Outcome 2

Facilitate pre- and post-assessment processes in accordance with recognised good practice, including digital processes and communication.

5 credits

Recommended Quality Components and Resources

Facilitate pre- and post-assessment processes includes:

- thorough pre-assessment preparation for both learner and assessor
- record keeping, timely and accurate result reporting, safe and secure storage of assessment documentation
- feedback loops for continuous improvement of assessment tools and standards.

Graduate Profile Outcome 3

Apply professional and ethical practices as an assessor.

5 credits

Recommended Quality Components and Resources

Issues of confidentiality, conflicts of interest, refusing inducements, legislative and regulatory compliance, and acting in a culturally responsive manner must be addressed.

Resources to support cultural responsiveness and professional practices include the following which can be found on the Ako Aotearoa [website](#):

- [Māori Cultural Capability Pathway](#)
- [Pacific Cultural Centredness Pathway](#)
- [Tapatoru Professional Standards Framework](#)

This outcome lends itself to integration across the programme of study.

Graduate Profile Outcome 4

Communicate with a diverse range of people including providing effective feedback to learners and providing feedback on assessment design and process.

7 credits

Recommended Quality Components and Resources

Communication should include:

- oral, written, and electronic
- feedback which must be relevant, timely, concise, and clear.

People may include learners, awarding bodies, employers, workplace verifiers, colleagues.

Graduate Profile Outcome 5

Participate in the quality assurance of assessment-related activities to comply with organisational requirements.

5 credits

Recommended Quality Components and Resources

The candidate should be involved in internal moderation processes in the organisation in which they are carrying out assessments. They may also contribute to, or at least observe, external moderation processes.

Graduate Profile Outcome 6

Reflect on own assessment practice and develop plans to improve it.

8 credits

Recommended Quality Components and Resources

Reflect involves review and improvement of own practice.

Practice includes the teaching, learning and assessment process, professional awareness and responsibility, and collegiality.

Opportunities to reflect and receive feedback should be written into programme development and include feedback in WBL settings.

Questions to consider

- Which outcomes will be integrated to ensure connections are maximised and assessment events are minimised?
- What are the natural alignments between outcome statements?
- How will you embed a values-based framework into your programme to underpin the learning?
- How will literacy and numeracy considerations be embedded?

6. Work-based Learning

Guidelines

The programme of study must include specific work-based learning and assessment opportunities as stated on the New Zealand Qualification document and outlined in the General Conditions in Section 4.

Some of the learning may occur in a classroom or other learning and teaching environment, but practice is central to the successful completion of this qualification.

For this qualification, the following are recommended:

- Workplace assessment should, where possible, be integrated into existing workplace activities.
- Assessment must reflect current industry practice and use of naturally occurring evidence where appropriate.
- Evidence of the assessment and quality assurance of at least 10 credits of learning, or equivalent, is required, using a minimum of three different assessment methods. Candidates must assess at least three separate learners. A post-assessment quality assurance (moderation) report, either formal or informal, must be provided for at least one of the assessments.

The provider will need to discuss the programme expectations with the candidate and their management to ensure the practice-based nature of the programme is fully understood.

The provider may also need to ensure that the candidate is given the opportunity in their learning to carry out any of the practice-based requirements.

Any health and safety requirements must be attended to.

Provider scenarios

It is up to the provider to interpret the qualification document and make decisions about the requirements that suit their programme and target learner groups.

With that in mind, the following scenario is offered as an example of work-based learning that integrates some qualification components in a specific provider context:

Skills Active

Our ITO provides assessor training for workplace-based learning in a range of industries. Candidates attend a one-day, face-to-face workshop or a webinar series as their introduction to assessment practice.

Initial learning focuses on understanding good practice in standards-based assessment. Candidates complete activities, including scenarios and

discussions, that integrate learning about the assessment process, assessor roles and ethics, and preparing a trainee to participate in moderation.

In their workplaces, candidates begin putting their assessment knowledge into practice, with the support of an experienced assessor who acts as their mentor. An assessment task journal includes reflective activities and a series of feedback and feed forward learning opportunities.

Trainees also provide feedback to the candidate. Self-reflection against 'Competent and Confident Assessor' competencies and check-ins with their mentor provides guidance for their development. The workplace assessor deems the candidate ready to be registered to assess when all tasks are complete, and competence is evident.

The new assessor can engage in further online learning and assessment and/or attend webinars that provide 'just-in-time' learning. Once assessment experience is gained, further assessment on moderation is undertaken at a time when it has most relevance to the candidate.

Questions to consider

- How does the work-based assessment requirement provide opportunities that connect the candidate to their learning in the programme of study?
- How does the provider ensure that work-based learning environments provide high-quality experiences for candidates?
- In what ways does the provider maintain and nurture relationships with work-based learning settings?

7. Assessment Guidelines

Guidelines

Assessments, as far as is practicable, should be in the context of the candidate's own work and practice as a student in an adult and tertiary teaching environment.

The following should be considered:

- Programmes should ensure that learning and assessment are holistic and integrated activities.
- Principles and practices of literacy and numeracy are inherent in this qualification and should be embedded within the assessment practices of candidates.
- It should be recognised that candidates may not have significant input into the design of the assessment material they use; but will be expected to provide feedback to improve assessment tools and processes.
- Assessment must reflect current industry practice and the use of naturally occurring evidence, where appropriate.

Attending to these conditions will ensure an integrated approach to learning and assessment and will also reduce assessment load. There should be no more than 2-3 assessment events for each 15 credits of learning.

As indicated in the information above, this programme of study should be based on the realities of practice in adult and tertiary teaching assessment contexts. Therefore, assessments should generally be based on the candidate's own teaching and learning practice to ensure the course learning is applied in practice.

Work-based assessments may be carried out by teaching staff or assessments may be structured so that a supervisor or assessor in the candidate's place of work can observe practice and provide feedback.

The provider must weigh up the relative merits of these options based on the availability of suitably qualified assessors in the workplace who either hold appropriate qualifications or have been identified by the provider as having the relevant expertise or experience to be able to assess or observe accurately.

Most assessments will contain opportunities for the candidates to engage in reflective practice based on self-assessment of their own performance and practice.

Resources that support student-centredness, facilitation, assessment and feedback, including valid and diverse methods of digital assessments, can be found in the following resources for tertiary teachers available on the Ako Aotearoa website:

- Signposts
- Goalposts
- ePosts

Valuable information about assessment tools and approaches can be found at this [NZQA site](#).

Provider scenarios

As with work-based learning, it is up to the provider to make decisions about the requirements that suit their programme and target learner groups.

The following scenario is offered as an example of how an assessment could be structured to integrate some qualification components in a specific provider context:

Open Polytechnic

Candidates will be required to conduct three assessments in their workplace context and show evidence of this in practice. The evidence required would include completed assessment documents and associated sign off from both an observer and the learner/s assessed.

The candidate will demonstrate/document how assessment materials were sourced and evaluated for use in practice. They will also show/document how they provided support for the learners before, during and after the assessment process.

Candidates completing this assessment will be required to reflect and show understanding of health and safety and other assessment conditions. They will also show an understanding of terminology including the following: valid, authentic, current, sufficient and consistency.

At the end of the process, candidates will review their assessment practice and plan for future improvement. This will include a reflection on their communication style and how they met professional and ethical standards as an assessor.

Questions to consider

- How are assessments mapped across the curriculum to ensure coherence, avoid over-assessment or assessment overload, and link assessments to both course learning and work-based learning?
- To what extent do assessments attend to the realities of practice?
- How are literacy and numeracy attended to in the assessments?
- How will the existing assessment practices of the workplace impact the opportunities for the candidate to engage in good assessment practice?
- How does the provider ensure that assessors are suitably qualified?

8. Get In Touch With Us

Amendments or further guidance

The guidelines for this qualification were prepared by Ako Aotearoa following extensive sector consultation and review by NZQA and other experts.

Where possible, information from previous versions of the qualification including conditions as well as recommendations from stakeholders have been incorporated.

If you would like to suggest an amendment or request further guidance with regard to some aspect of the qualification or resulting programme development, please contact us at Ako Aotearoa by email or phone.

- info@ako.ac.nz

Further information may be obtained from our website or via the following link:

- https://ako.ac.nz/programme-guidance