

Qualification details

Title	New Zealand Certificate in Assessment Practice (Level 4)		
Version	1	Qualification type	Certificate
Level	4	Credits	40
NZSCED	070130 Education > Teacher Education > Teacher Professional Development		
Qualification developer	Ako Aotearoa, National Centre for Tertiary Teaching Excellence		
Next review	31 December 2020		
Approval date	January 2016		
Strategic purpose statement	This qualification is 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. It is particularly relevant to assessors working within industry or workplaces and/or working with youth in their transition from school to work. It may contribute to professional requirements for registration as a workplace assessor.		
Outcome Statement	Graduate profile	<p>The graduates of this qualification will be able to:</p> <ul style="list-style-type: none"> - apply assessment principles and processes to make sound assessment judgements on assessment of learner evidence - manage pre- and post-assessment processes in accordance with recognised good practice - act professionally, ethically, and with cultural sensitivity as an assessor - communicate with a diverse range of people including providing effective feedback to learners and providing feedback on assessment design and process - participate in the quality assurance of assessment-related activities to comply with organisational requirements. 	
	Education pathway	Graduates of this qualification may undertake further study in adult education and training and assessment at Level 4 and above.	
	Employment pathway	Graduates of this certificate will have the skills and knowledge to work in a variety of roles in the workplace or industry assessor context e.g. assessor, workplace trainer.	

Qualification specifications

Qualification award	Awarding bodies for this qualification will be any education organisation accredited under section 250 of the Education Act 1989 to deliver a programme leading to the qualification. The certificate will display the NZQF logo and the name and logo of the awarding body.
Evidence requirements for assuring consistency	Standard evidence for programme providers may include: <ul style="list-style-type: none"> - assessment information leading to the achievement of the graduate outcomes - a portfolio of candidate work relating to the qualification and the annual review focus requirements - graduate and/or stakeholder/end-user feedback on outcome achievement - tertiary education organisation moderation outcomes which may include moderation/benchmarks across common programmes.
Minimum standard of achievement and standards for grade endorsements	Achieved.
Other requirements for the qualification (including regulatory body or legislative requirements)	None.

General conditions for the programme leading to the qualification

General conditions for programme	<ul style="list-style-type: none"> <input type="checkbox"/> Programmes should ensure that learning and assessment are holistic and integrated activities. <input type="checkbox"/> During practicum, candidates may be working with learners 18 years and under. In this case, practical experience will require a safety check to comply with the requirements of the Vulnerable Children Act 2014. For more information on the Vulnerable Children Act 2014, safety checking regulations and guidelines see http://childrensactionplan.govt.nz. <input type="checkbox"/> Workplace assessment should, where possible, be integrated into existing workplace activities. <input type="checkbox"/> 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 process. <input type="checkbox"/> Assessment must reflect current industry practice and use of naturally occurring evidence where appropriate. <input type="checkbox"/> Bicultural and multicultural foci should be integrated throughout the assessment design and process. <input type="checkbox"/> Principles and practices of literacy and numeracy are inherent in this qualification and should be embedded within the assessment practices of candidates.
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	<ul style="list-style-type: none"> <input type="checkbox"/> Programmes must include a range of pedagogical principles. These principles include those informed by Te Tiriti o Waitangi, to ensure that the indigenous status of Tangata Whenua and the role of Tangata Tiriti are understood. The principles also include those informed by Aotearoa New Zealand's Pacific location and multicultural environment. <input type="checkbox"/> Programmes delivered outside Aotearoa New Zealand must include cultural practices in relation to the given contexts in which graduates will practice. <p>Glossary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Candidate is the person who is enrolled in a programme leading to this qualification. <input type="checkbox"/> Learner is the person who, in turn, is assessed by the candidate.
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Conditions relating to the Graduate profile

	Qualification outcomes	Conditions
1	<p>Apply assessment principles and processes to make sound assessment judgements on assessment evidence produced by learners.</p> <p>Credits 13</p>	<p><i>Apply assessment principles and processes</i> includes an understanding of the supporting assessment theory.</p> <p><i>Apply assessment processes</i> includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> using own technical expertise to assess, or use a subject matter expert if necessary <input type="checkbox"/> ensuring assessment evidence is current, repeatable, authentic, valid, sufficient <input type="checkbox"/> ensuring assessment judgements are: transparent, fair, equitable, measurable; integrated where possible; and consistent with other assessor judgements.
2	<p>Manage the pre- and post-assessment processes in accordance with recognised good practice.</p> <p>Credits 8</p>	<p><i>Manage the pre- and post-assessment processes</i> includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> thorough pre-assessment preparation for both learner and assessor <input type="checkbox"/> record keeping, timely and accurate result reporting, safe and secure storage of assessment documentation <input type="checkbox"/> feedback loops for continuous improvement of assessment tools and standards.
3	<p>Act professionally, ethically, and with cultural sensitivity as an assessor.</p> <p>Credits 6</p>	<p>Issues of confidentiality, conflicts of interest, refusing inducements, legislative and regulatory compliance, and acting in a culturally responsive manner must be addressed.</p>

4	<p>Communicate with a diverse range of people including providing effective feedback to learners and providing feedback on assessment design and process.</p> <p>Credits 8</p>	<p><i>Communication</i> must include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> oral, written, and electronic <input type="checkbox"/> feedback which must be relevant, timely, concise, and clear. <p><i>People</i> may include learners, awarding bodies, employers, workplace verifiers, colleagues.</p>
5	<p>Participate in the quality assurance of assessment-related activities to comply with organisational requirements.</p> <p>Credits 5</p>	<p><i>Assessment-related activities</i> must include a consistency management system/process of assessment.</p>

Republication information

Version 1 of this qualification was republished in August 2016 to add Ako Aotearoa, National Centre for Tertiary Teaching Excellence as the qualification developer.