

Qualification details

Title	New Zealand Certificate in Assessment (Advanced Practitioner) (Level 6)		
Version	1	Qualification type	Certificate
Level	6	Credits	60
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 educators and trainers in the adult and tertiary education sector who want a leadership and/or specialist role in applying the principles and practices involved in the assessment process.		
Outcome Statement	Graduate profile	<p>Graduates of this qualification will be able to:</p> <ul style="list-style-type: none"> - critically evaluate current and emerging assessment practices and frameworks for application in an education or training context - design, use and evaluate a range of innovative and complex assessment methods for different learning contexts - negotiate and collaborate with learners and other participants/stakeholders to achieve quality assessment outcomes - mentor or coach other practitioners to enhance their knowledge and use of assessment in their practice 	
	Education pathway	Achievement of this qualification may lead to other Level 6 Adult and Tertiary Teaching and Mātauranga Māori qualifications, and graduate and postgraduate study.	
	Employment pathway	Graduates of this qualification will have the skills and knowledge to design and use a range of innovative and complex assessment methods for different learning contexts. They could be employed in a variety of assessment or managerial roles in education organisations, businesses, voluntary or community organisations, or industry.	

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)	There are no mandatory prerequisites for entry. However, it is highly recommended that the candidate has a relevant qualification at Level 5 or above, or equivalent knowledge and skills.

General conditions for the programme leading to the qualification

General conditions for programme	<ul style="list-style-type: none"> - 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. - Practical experience must be authentic. <i>Authentic</i> refers to a wide variety of possible cultural and educational contexts. It involves instructional techniques that connect what candidates learn to the world beyond the classroom, and enables the application of the learning in that world. - 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. - Programme must provide opportunities for candidates to engage in reflective practice throughout the course of study.
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	<ul style="list-style-type: none"> - 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. - 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"> - <i>Candidate</i> is the person who is enrolled in a programme leading to this qualification. - <i>Learner</i> is the person who, in turn, is taught by the candidate.
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Conditions relating to the Graduate profile

Qualification outcomes		Conditions
1	<p>Critically evaluate current and emerging assessment practices and frameworks for application in an education or training context.</p> <p>Credits 15</p>	<p><i>Assessment frameworks</i> may include national and international</p> <p><i>Application</i> must include:</p> <ul style="list-style-type: none"> - assessment design - quality assurance - best practice in assessment - skills recognition.
2	<p>Design, use and evaluate a range of innovative and complex assessment methods for different learning contexts.</p> <p>Credits 25</p>	<p><i>Assessment methods</i> include integrated assessment and a range of other methods</p> <p><i>Design, use and evaluation</i> include exploration of:</p> <ul style="list-style-type: none"> - quality assurance processes - peer evaluation.
3	<p>Negotiate and collaborate with learners and other participants/stakeholders to achieve quality assessment outcomes.</p> <p>Credits 10</p>	
4	<p>Mentor or coach other practitioners to enhance their knowledge and use of assessment in their practice.</p> <p>Credits 10</p>	<p><i>Mentoring or coaching</i> includes the recognition and identification of professional development needs.</p>

Republishing 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.