

## Skill standard components

Skill standards are defined in the Education and Training Act as:

(a) means a specification of skills, the levels of performance in those skills, and the learning outcomes associated with those skills; and

(b) in relation to any vocational education and training (or proposed vocational education and training), means a specification of some or all of the skills in which training is (or is proposed to be) received, the levels of performance in those skills intended to be attained by people receiving the training, and the learning outcomes associated with those skills.

### Skill standards include the following components

<b>DASS ID</b>	A unique numerical identifier that allows the standard to be identified in the <a href="#">Directory of Assessment and Skill Standards</a> (DASS) and other data systems.
<b>Taitara   Title</b>	The title identifies and summarises the skill(s) and learning outcomes in the standard and is meaningful to stakeholders
<b>Kaupae   Level</b>	<p>Standard setting bodies (SSBs) develop skill standards with reference to the <a href="#">New Zealand Qualifications and Credentials Framework</a> level descriptors.</p> <p>NZQA determines whether the level assigned to the skill standard is appropriate, as part of the standards approval and listing process.</p>
<b>Whiwhinga   Credit</b>	<p>Skill standards are assigned a credit value. The credit value is an indication of how much time it would take a learner to achieve the learning outcomes and become competent in the skills in the standard.</p> <p>One credit represents a notional ten hours of learning and assessment activities.</p>
<b>Whāinga   Purpose</b>	<p>The purpose of the skill standard states who it is for and what the person will be able to do once awarded the standard. It may also include information about where the standard fits in a qualification or credential landscape.</p> <p>Skill standards may be applicable to more than one industry, community or sector. The SSB can use the purpose statement to outline the multiple contexts in which the standard may be used.</p>

<b>Whakaakoranga me mātua oti   Pre-requisites</b>	SSBs may specify other standards as pre-requisites.
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**Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria**

<b>Hua o te ako   Learning outcomes</b> You will be able to:	<b>Paearu aromatawai   Assessment criteria</b> You can:
<p>1. The learning outcome(s) describe the skill(s) a learner will have once they have achieved the standard.</p> <p>Learning outcomes must include an action verb, content, and context.</p>	<p>a. Assessment criteria and, where relevant, grade criteria describe the required levels of performance of the skill(s) in the standard.</p> <p>Assessment criteria are aligned with the learning outcomes associated with each skill.</p>

<b>Pārongo aromatawai me te taumata paearu   Assessment information and grade criteria</b>	<p><i>Assessment specifications</i></p> <p>SSBs may choose to set out additional context for assessment in assessment specifications. For example, assessment specifications may provide:</p> <ul style="list-style-type: none"> <li>• the boundaries of the assessment</li> <li>• critical contexts</li> <li>• evidence to be used in assessment</li> <li>• clarification using examples.</li> </ul>
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<b>Ngā momo whiwhinga   Grades available</b>	<p>Skill standards may be awarded with the following grades:</p> <ul style="list-style-type: none"> <li>• achieved / paetae</li> <li>• merit / kaiaka</li> <li>• excellence / kairangi.</li> </ul> <p>All skill standards have a minimum passing grade of 'achieved', where the learner must meet the assessment criteria for each of the learning outcomes specified in the standard.</p> <p>Merit and excellence grades can be specified where there is a clear reason and support from stakeholders to recognise different performance levels of the same skill or learning outcome.</p>
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<b>Ihirangi waitohu   Indicative content</b>	<p>SSBs include in skill standards indicative content they encourage providers to cover with their learners.</p> <p>Along with the learning outcomes, the indicative content provides the framework for a provider to develop its specific learning activities and assessment tasks, while also supporting portability of learning and consistent graduate outcomes.</p>
<b>Rauemi   Resources</b>	<p>SSB may include references to resources including relevant legislation, Rules, Codes of Practice, textbooks, definitions, links to online material, and other useful guidance to tutors, assessors and learners.</p> <p>SSBs may also choose to publish this information elsewhere so it can be kept up to date, without the need for a new standard version.</p>

### **Pārongo Whakaū Kounga | Quality assurance information**

<b>Ngā rōpū whakatau- paerewa   Standard Setting Body</b>	<p>Each skill standard listed on the DASS must include the name and contact details of the relevant SSB</p>
<b>Whakaritenga Rārangi Paetae Aromatawai   DASS classification</b>	<p>Skill standards must be classified in a domain listed on the DASS. The content of a skill standard must be consistent with the domain in which it is classified.</p>
<b>Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga   CMR</b>	<p>SSBs specify Consent to Assess and National External Moderation requirements for a particular industry or suite of standards in a Consent and Moderation Requirements document (CMR).</p> <p>Each standard includes the reference number of the relevant CMR.</p>
<b>Tūranga whai tikanga   Status</b>	<p>Identifies version-specific information including review date, replacement information and last date for assessment.</p>