



# Guidelines for listing skill standards on the Directory of Assessment and Skill Standards

**NZQA**

Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority



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## Introduction

This document provides guidance to standard setting bodies (SSBs) to support them in applying to the New Zealand Qualifications Authority (NZQA) for listing skill standards on the Directory of Assessment and Skill Standards (DASS).

The DASS lists all quality assured skill standards, unit standards, and achievement standards.

To list a skill standard an application must meet the requirements of the [Directory of Assessment and Skill Standards Listing and Operational Rules 2022](#) (the Rules).

These guidelines set out the NZQA's expectations of an application that meets the Rules. They explain each requirement and offer guidance on the evidence required to support an application.

### Changes since May 2023

This guide has been finalised to enable web publication.

There are several areas where further guidance is still being developed and the guide will be updated in due course. These areas are:

- expectations for SSB collaboration
- relationships between skill standards, micro-credentials and qualifications
- transition arrangements for unit standards.

Please send feedback or questions to [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

## What is a Skill Standard?

Skill standards are defined in the Education and Training Act 2020 as:

- (a) 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), 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.*

In simple terms, skill standards are the building blocks of vocational qualifications and other qualifications and credentials, including those developed by NZQA.

Some skill standards will be used across a number of qualifications or micro-credentials, particularly where the learning outcomes apply to more than one industry or community need.

Learning outcomes in skill standards provide:

- a clear link from the skill standard to graduate profile outcome(s) of the overarching qualification(s) or outcome statement of the overarching micro-credential(s)
- the framework for providers to design and deliver teaching and assessment that supports consistent achievement.

## **Skill standard development and usage**

SSBs lead the collaborative development of skill standards for their industries and sectors. Only SSBs can apply to NZQA to list standards. Currently the SSBs are:

- Workforce Development Councils
- NZQA Māori Qualifications Services (MQS)
- NZQA National Qualifications Services (NQS)
- The Ministry of Education.

Workforce Development Councils (WDCs) are new leaders in the vocational education and training system, with a very clear focus on skills leadership. MQS and NQS develop qualifications, micro-credentials, and will set skill standards in Field Māori and generic subjects such as Foundation Skills and English language. Providers are responsible for structuring the individual learner journey and delivering a great learning experience. The collaborative development and implementation of skill standards provides the opportunity for WDCs, MQS, NQS and providers to work together to ensure employer and learner needs are met.

### ***Skill standards will replace unit standards***

Progressively, skill standards will replace unit standards. SSBs will work through a programme of transition to include skill standards in qualifications and micro-credentials.

We have heard that some providers found unit standards overly detailed. SSBs will take a more holistic approach to designing skill standards, with larger credit values where possible, less prescriptive detail, and the inclusion of transferable competencies where appropriate. NZQA will monitor these design characteristics when quality assuring applications for listing skill standards.

Unlike unit standards, skill standards will be mandatory in sub-degree qualifications at levels 1-7 unless specified otherwise by the standard setting body. NZQA Rules clarify that where suitable skill standards exist that fit with the listed purpose and outcome statement of a qualification or micro-credential, they must be included. The intent is that all providers will use skill standards in SSB-developed qualifications and micro-credentials to support portability of learning and consistent graduate outcomes.

Like unit standards, skill standards can contribute towards the credit requirements for the National Certificates in Educational Achievement (NCEA).

## Skill standard design principles

In February 2022, NZQA and WDCs established Te Rāngai Ohu Mahi - Paerewa Ako me te Marautanga ā-motu | Skill standards and National Curricula Sector Working Group. The purpose of the group was to support the NZQA and WDC-led co-design process for skill standards and national curricula and to maximise sector-wide benefits, collaboration, and engagement.

The Working Group proposed guiding principles for the development and design of skill standards, informed by ngā kaupapa that form [Te Hono o Te Kahurangi](#). These are set out in Table 1 below.

The principles aim to support a consistent, collaborative approach to developing and designing skill standards.

There are various ways SSBs might choose to use the principles, for example as a foundation document when setting up qualification and skill standard development panels, and in the contextualised content of individual skill standards.

While NZQA expects each SSB to deeply consider how each principle can be applied in context, they are not intended to be used as an evaluation checklist for listing skill standards on the DASS.

Although each kaupapa is presented separately in Table 1, the overarching intent is that the kaupapa are intrinsically connected throughout the design, learning and teaching process.

Over time, SSBs and NZQA will continue to refine how the principles are used in the skill standard development and design process, and share examples of the principles in action.

**Table 1: Skill standard design principles**

Ngā Kaupapa Guiding principles	Whakamārama Description	Skill Standards:
<p><b>Pūkengatanga: Skills</b></p> <p>Duty to learning and development</p>	<p>Skills, knowledge and abilities are valued.</p>	<ul style="list-style-type: none"> <li>are current, relevant, meaningful, and meet the needs of all ākongā, industry, employers, communities, iwi/hapū/hapori.</li> <li>are informed by mātauranga Māori as expressed through te reo Māori, tikanga and whakaaro Māori.</li> </ul>
<p><b>Rangatiratanga: Empowerment</b></p> <p>Duty to leading</p>	<p>Leadership of self and others is valued.</p>	<ul style="list-style-type: none"> <li>support and empower educators to draw upon their skills, values, knowledge, and experience to innovate and facilitate the highest quality of learning and teaching.</li> <li>support and empower industries, employers, and communities to build a sustainable quality workforce.</li> </ul>

<b>Ngā Kaupapa</b> Guiding principles	<b>Whakamārama</b> Description	<b>Skill Standards:</b>
		<ul style="list-style-type: none"> <li>empower Māori, Pacific and other under-served learners and provide opportunities for all ākonga to achieve and excel their education and/or employment goals.</li> <li>promote ākonga learning independence/self-determination, innovation, excellence, and leadership skill development.</li> </ul>
<b>Whanaungatanga: Belonging</b>  Duty to relating	Relationships are valued.	<ul style="list-style-type: none"> <li>enable whanaungatanga (connectivity) through engagement and partnership with iwi/hapū, hāpori, ākonga, education providers, industries (including professional bodies), employers and wider communities.</li> <li>maintain value to ākonga, industries, providers, employers, iwi/hapū, hāpori, Pacific peoples, disabled peoples, and other communities within an Aotearoa context.</li> </ul>
<b>Manaakitanga: Collaboration</b>  Duty to supporting and serving	Support and service to others is valued.	<ul style="list-style-type: none"> <li>support equitable access and achievement of learning outcomes.</li> <li>are written in plain language and easily understood by all end-users relative to the context.</li> <li>support ākonga holistic wellbeing.</li> </ul>
<b>Kaitiakitanga: Stewardship</b>  Duty of care and responsibility	Care and responsibility for all learning environments are valued.	<ul style="list-style-type: none"> <li>support coherent pathways in context for learning and/or employment.</li> <li>enable portability and transferability of learning across multiple contexts, and other qualifications and credentials.</li> <li>supports work-based and applied learning.</li> <li>provide flexibility for delivery while ensuring consistent learner outcomes.</li> <li>include consideration of te Taiao (the natural environment) and sustainable practices.</li> <li>enable aromatawai and the principles of assessment to be applied in practice (refer NZQA website for aromatawai document).</li> </ul>

<b>Ngā Kaupapa</b> Guiding principles	<b>Whakamārama</b> Description	<b>Skill Standards:</b>
<b>Te Reo Māori and Reo Tangata: Expression</b>  Duty to Māori and other languages	Diversity in language and culture within learning is valued.	<ul style="list-style-type: none"> <li>• promote and include te reo Māori and tikanga Māori.</li> <li>• value and acknowledge Pacific cultures, other cultures, and worldviews.</li> </ul>

## Quality assurance

NZQA quality assures applications for listing standards on the DASS. NZQA’s decision to list standards is based on the quality and sufficiency of evidence provided.

In the evaluation process NZQA will be clear about the information and evidence on which decisions have been made. An evaluation outcome of *approved*, *not approved*, or *request for information (RFI)* will be provided to the SSB, based on the overall quality of the application. The intention of an RFI is to address gaps in the evidence provided and may lead to an approved or not approved outcome.

Applications must be made through the TEO online application portal.

The application form, evaluation checklist, and skill standard template are here:

[Listing standards on the Directory of Assessment and Skill Standards](#)

## Te Hono o Te Kahurangi quality assurance

SSBs can choose to have skill standards evaluated through Te Hono o Te Kahurangi framework.

Te Hono o Te Kahurangi is the name of a unique whare ako framework and methodology used by NZQA to carry out quality assurance in the tertiary sector. The framework recognises ākongā Māori choosing to achieve educational success through mātauranga Māori as relevant to their worldview, context and practices. Six dynamic and interconnected kaupapa are at the heart of Te Hono o Te Kahurangi.

- Rangatiratanga: Empowerment – Leadership of self and others
- Manaakitanga: Collaboration – Support and service to others
- Whanaungatanga: Belonging – Relationships are valued
- Kaitiakitanga: Stewardship – Care and responsibility for all learning
- Pūkengatanga: Skills – Skills, knowledge, and abilities
- Te reo Māori and reo tangata: Expression – Diversity in language and culture within learning is valued.

For more information, go to:

[Guidelines for Te Hono o Te Kahurangi evaluative quality assurance.](#)



## Approval and listing of skill standards

NZQA evaluates skill standards against the requirements of the Rules and considers the application using the question:

### How well does the skill standard meet the overall requirements for listing on the Directory of Assessment and Skill Standards?

To be approved, all of the following must apply:

- The standard is easily understood.
- The purpose, learning outcomes and indicative content of the standard match the needs of stakeholders.
- The standard enables different assessors to consistently assess the learning outcomes to the required level of performance.
- The quality of the application reflects principles based on ngā kaupapa that form Te Hono o Te Kahurangi.
- The standard is not overly or unnecessarily detailed, prescriptive or fragmented.

If any of the above are not evident the standard will not be approved.

## Te reo Māori

A skill standard may be listed in te reo Māori, or in both te reo Māori and English. In this situation both versions will be considered as one standard and allocated a single skill standard number.

Assessment standards containing Māori content, and all standards listed and consistent with the principles within field Māori, can be identified with a matau. The matau indicates the standard clearly contributes to:

- Māori well-being
- Māori educational performance
- The recognition of Māori skills and knowledge.

### Examples of Matau domains

	<b>Mau Rākau</b>
	<b>Ngā Mahi ā te Rēhia</b>
	<b>Ngā Mahi a te Whare Pora</b>
	<b>Reo Māori</b>

## Listing details

This section provides guidance for the skill standard details required for listing standards on the DASS.

### Taitara | Title

#### A title that reflects the outcomes of the standard

Rule 4.1(a)

The title reflects the outcomes in the standard and is meaningful to stakeholders. If there is only one learning outcome, it will also be the title.

For example:

*Design, deliver, and adapt exercise programme for adults with low to moderate health risks.*

This title explains clearly what a learner awarded the standard can do, and in what context.

For plain language and readability on an individual's Record of Achievement, skill standard titles must not be more than 120 characters, including punctuation and spacing.

Names of trademarked products, training and assessment material, tertiary education organisations, or commercial organisations must not be used as part of the title.

In addition to the title, each skill standard is allocated a unique numerical identifier by NZQA that allows it to be identified in the [Directory of Assessment and Skill Standards \(DASS\)](#) and other data systems.

### Whiwhinga | Credits

#### A credit value

Rule 4.1(b)

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 proficient in the skills in the standard.

One credit represents a notional ten hours of learning and assessment activities.

## Kaupae | Level

**A level consistent with the level descriptors.**

Rule 4.1(b)

**Standards will not be listed at levels 7 to 10 for qualifications that are degrees or post-graduate qualifications.**

Rule 4.2

SSBs develop skill standards with reference to the [New Zealand Qualifications and Credentials Framework \(NZQCF\) level descriptors](#).

NZQA determines whether the level assigned to the skill standard is appropriate, as part of the standards approval and listing process.

## Whāinga | Purpose statement

**A purpose statement must be listed.**

**Applications must contain evidence that the standard is acceptable to the relevant sector (this may include the education sector) or industry and to providers that will be using them in study or training, and an explanation of the intended use of the standard.**

Rule 4.1(c) and Rule 8.1(b) and(c)

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.

For example:

- *People with this skill standard will be able to apply knowledge of New Zealand legislation relevant to the security industry to promote a safe and secure environment, mitigate security risks, and respond to security breaches. This skill standard has been developed for programmes leading to the New Zealand Certificate in Security (Foundation) (Level 3) [Ref: 3642].*

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.

For example:

- *This skill standard is intended for ākongā who want to demonstrate pūkengatanga in a selected context. It can be used in a range of programmes leading to tikanga-based qualifications.*

## Hua o te ako | Learning outcomes

**The learning outcomes must be listed.**

**A standard will not be listed on the Directory if it unnecessarily duplicates a standard that is listed, except where that listed standard is being replaced.**

Rule 4.1(d) and 8.2(a)

The learning outcome(s) describe the skill(s) a learner will have once they have achieved the standard. Learning outcomes must include an action verb, content, and context.

For example:

- *Implement a plan to monitor and protect a horticultural crop*
- *Use best practice customer service techniques in providing general office services.*

Collectively, the verb, content and context help define the level and credit value of the standard.

Learning outcomes in skill standards are generally associated with skills. In most cases, this means the learning outcomes will have a practical or applied aspect. While SSBs may also develop skill standards that assess underpinning knowledge, NZQA encourages SSBs to take a practical or applied approach to standard design wherever possible.

Learning outcomes in skill standards must be specific, measurable, achievable, and realistic.

Refer to [Writing learning outcomes: structure, considerations and examples](#) for more guidance on writing learning outcomes.

A collaborative approach to skill standard development will minimise the proliferation of standards with similar learning outcomes. WDCs, MQS and NQS are encouraged to regularly share their qualification, micro-credential, and skill standard development plans, and discuss opportunities for developing skill standards that apply to multiple contexts.

## Pārongo aromatawai me te taumata paearu | Assessment criteria and grades

**Assessment criteria, and grades that can be awarded on achievement of the standard, must be listed.**

**A standard will not be listed on the Directory if it creates unreasonable restrictions on the mode of assessment.**

Rule 4.1(d), 4.1(e), and 8.2(b)

Assessment criteria and, where relevant, grade criteria describe the required levels of performance of the skill(s) in the standard.

Assessment criteria are aligned with the learning outcomes associated with each skill. This ensures that assessment measures the achievement of learning outcomes, which is a key principle of aromatawai and assessment practice.

Refer to [Aromatawai and the Principles of Assessment](#) for more guidance.

Assessment criteria must be specified in a way that informs valid assessment design and consistent assessor judgements. How the assessment criteria are expressed, and the amount of detail, will vary across standards and skills as determined by the SSB. However, SSBs are encouraged to write assessment criteria and specifications in active, plain language. This supports consistent interpretation of the standard and contributes to an efficient national external moderation process.

### **Assessment specifications**

SSBs may choose to set out additional context for assessment in assessment specifications. For example:

- the boundaries of the assessment
- critical contexts
- evidence to be used in assessment
- clarification using examples.
- definitions that support consistent assessment where the term defined is outside of common understanding.

Here is an example of the assessment specifications from a construction skill standard:

*Assessment will include the construction of two different items of garden furniture.*

*The first item can be a basic garden furniture item including, a stepped planter box, a free-standing planter or wall mounted planter boxes, raised gardens, or stepladder-style plant ladders, or an item of similar complexity.*

*The second item must be a Cape Cod chair, picnic table, bench seat with garden tool storage, or an item of similar complexity.*

### **Grades**

Skill standards may be awarded with the following grades:

- achieved / paetae
- merit / kaiaka
- excellence / kairangi.

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.

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.

Grade criteria must clearly describe the performance expected for each grade and ensure that performance at a higher grade includes the evidence of performance at lower grades. For example, grade criteria may be based on the:

- quality/level of performance of the skill
- effectiveness of the ways to achieve the same performance level
- depth of understanding and application of concepts.

Here is an example of the grade criteria from the same construction skill standard:

<b>Paetae   Achieved</b>	<b>Kaiaka   Merit</b>	<b>Kairangi   Excellence</b>
Projects are assembled and completed with sufficiently accurate measurements.	Projects are assembled and completed with few inaccurate measurements.	Projects are assembled and completed with accurate measurements.
Materials are cut and machined approximately to specifications outlined in project documentation.	Materials are cut and machined closely to specifications outlined in project documentation.	Materials are cut and machined precisely to specifications outlined in project documentation.
There are minor blemishes with acceptable tolerances that do not impact the project's structure or functionality.	There are few blemishes and projects are made with almost exact tolerances to size and finish.	There are no visible blemishes and projects are made to exact size and finish.
All work operations are carried out safely with issues identified and reported within a BCATS environment.	All work operations are carried out safely with issues identified, reported and rectified within a BCATS environment.	All work operations are carried out safely with issues identified, reported, rectified, and evaluated within a BCATS environment.

## Ihirangi waitohu | Indicative content

SSBs include in skill standards the indicative content they encourage providers to cover with their learners.

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.

The content is expressed at a high level as topics rather than tasks, and along with other skill standard details, helps inform the credit value.

For example:

- *Project document interpretation*
- *Materials calculations*
- *Hand and power tool selection*
- *Materials selection and use*
- *Measuring and marking out materials*
- *Cutting and machining timber*
- *Assembly techniques*
- *Construction joints and fixing*
- *Safe working practices.*

Indicative content is not mandatory for assessment purposes. Refer to the learning outcomes and assessment criteria sections of these guidelines for what must be assessed.

## Whakaakoranga me mātua oti | Learner prerequisites

**Prerequisites may be listed.**

**A standard will not be listed on the Directory if it creates unreasonable barriers to access in terms of gender, ethnicity, or cultural background.**

Rule 4.1(f) and 8.2(c)

SSBs may specify other standards as pre-requisites. Mandatory pre-requisite standards typically relate to health and safety, or legislative requirements.

Recommended prerequisites typically relate to skills and knowledge that will support the learner and can be included in the Assessment Specifications section.

## Rauemi | Resources

**Guidance information directly relevant to the assessment or performance of the standard.**

Rule 4.1(g)

SSBs 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.

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.

## Pārongo Whakaū Kounga | Quality Assurance information

### The classification, name and contact details of the SSB, and referenced consent and moderation requirements

Rule 4.1(b), (h) and (j)

Skill standards will include a section with information required for general quality assurance/administration purposes:

### Whakaritenga Rārangi Paetae Aromatawai | DASS Classification

Skill standards must be classified in a domain listed on the DASS. The classification system for the DASS comprises three tiers: fields, subfields, and domains. The content of a skill standard must be consistent with the domain in which it is classified.

Refer to [Additions and Changes to the classification system](#) for more information on registering or lapsing classification names.

### Ngā rōpū whakatau-paerewa | Standard Setting Body

Each skill standard listed on the DASS must include the name and contact details of the relevant SSB.

### Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga | CMR

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).

Each standard must include the reference number of the relevant CMR.

Refer to [Consent and Moderation Requirements](#) for more information.

## Tūranga whai tikanga | Status

Standards listed on the DASS are assigned one of three kinds of status: current, expiring or discontinued.

### Current (Registered)

A standard when first listed is assigned a status of *current*. Standards with current status can be used for assessment of learners by education organisations in accordance with the Education and Training Act 2020.

### Expiring

Standards with expiring status are those which are being:

- replaced with a new standard



- discontinued (normally because of a review or lack of use of the standard for an extended period of time).

An expiry date will be applied to each expiring standard. Once the skill standard reaches its expiry date it will have a discontinued status.

Learners may be assessed against standards with expiring status only if the assessment is complete before the 'last date for assessment' set out in the standard.

### **Discontinued (Expired)**

Standards with discontinued status may no longer be used for assessment of learners, and organisations can no longer award credits for the standard. Credit for standards achieved before the last date for assessment can continue to be reported to NZQA up to three months after this date.

## **Arotakenga | Review**

**The intended period for ongoing review is no longer than 5 years from listing.**

**Review must be within the specified review period using the review guidelines published by NZQA on its website.**

Rule 4.1(i) and 10.2

All skill standards must be periodically reviewed to ensure they remain fit for purpose. Skill standards are expected to be reviewed after a period of five years, although factors such as the extent and type of industry change, legislative requirements, and moderation feedback will also drive how often reviews take place.

Users of skill standards and industry stakeholders must be consulted during a review. SSBs are expected to provide evidence of consultation on request. Consultation should also take place with other SSBs if there is potential for a reviewed standard to overlap with any other SSB's standard setting coverage.

The specified industries for each WDC are set out in its [Orders in Council](#).

### **Changes to standards as a result of review**

As a result of a review there may be minimal or moderate change where the overall outcome remains the same. This means the SSB considers that people credited with either the new or old version of the standard are comparable in terms of their skills. The new version of the standard carries the same ID and a new version number.

Minor changes to a skill standard could include:

- correcting wording
- updating guidance, resources or pre-requisites
- updating content to take into account changes in practice or associated technology
- amending classification.

Alternatively, there may be major changes required to a standard following a review. For example, there may be changes to the learning outcomes, assessment criteria and/or level and credit values. For major changes, SSBs have two options:

1. Develop a new standard to replace the existing one. This means that while the original and replacement standard cover similar topics, the SSB considers that people credited with the original standard will have different skills to people credited with the replacement standard. The replacement standard has a new ID.
2. Expire the standard and not replace it.

If the status of a standard following a review is changed to expiring, the expiry date must take into account the extent of use of the standard and allow sufficient time for:

- providers with consent to assess against the standard to update impacted programmes and resources, and develop new or revised assessment materials
- learners to complete current programmes or micro-credentials or transition to new ones.

Following a review, the SSB completes a 'Change Report' to explain:

- the rationale for the review
- a summary of the review process
- changes made as a result of the review
- impact on providers with consent to assess
- transition arrangements for impacted standards
- any changes relating to the CMR.

The link to the Change Reports can be found on this page:

[Change reports](#)

Please check the change reports every month so your organisation is aware of approvals, reviews and changes to qualifications and standards. These may inform programme development.

Prior to review, SSBs can request a review support package:

[Standard review support package](#)

## **Consent and moderation requirements**

SSBs are responsible for establishing the consent to assess and national external moderation requirements for the standards they set. These requirements are described in the listed Consent and Moderation Requirements document (CMR).

For more information:

[Applying for approval of Consent and Moderation Requirements](#)

[Guidelines for listing Consent and Moderation Requirements](#)

## **National External Moderation**

The following principles follow the requirements of Rule 10.3 (a) to (f) and have also been designed to reflect the principles underpinning the Evaluative Quality Assurance

Framework and ngā kaupapa o Te Hono o Te Kahurangi.

For more information:

[National external moderation principles](#)

## Skill standard template and sample standards

This section includes a skill standard template, completed with a brief description of each listing component for easy reference.

This section also includes three sample skill standards that were developed to support the formal consultation on NZQA Rules in October 2022.

NZQA and WDCs will continue to work together to refine the skill standard template and update these guidelines.

### Reference template

**Unique  
numerical  
identifier**

**The title reflects the outcomes in the standard and  
is meaningful to stakeholders**

<p><b>Kaupae   Level</b></p>	<p>SSBs develop skill standards with reference to the <a href="#">New Zealand Qualifications and Credentials Framework (NZQCF) level descriptors</a>.</p> <p>NZQA determines whether the level assigned to the skill standard is appropriate, as part of the standards approval and listing process.</p>
<p><b>Whiwhinga   Credit</b></p>	<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>
<p><b>Whāinga   Purpose</b></p>	<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>
<p><b>Whakaakoranga me mātua oti   Pre-requisites</b></p>	<p>SSBs may specify other standards as mandatory pre-requisites relating to health and safety, or legislative requirements.</p>

## 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:
1. The learning outcome(s) describe the skill(s) a learner will have once they have achieved the standard.  Learning outcomes must include an action verb, content, and context.	a. Assessment criteria and, where relevant, grade criteria describe the required levels of performance of the skill(s) in the standard.  Assessment criteria are aligned with the learning outcomes associated with each skill.

## Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

### *Assessment specifications*

SSBs may choose to set out additional context for assessment in assessment specifications. For example, assessment specifications may provide:

- the boundaries of the assessment
- critical contexts
- evidence to be used in assessment
- clarification using examples
- definitions.

## Ngā momo whiwhinga | Grades available

Skill standards may be awarded with the following grades:

- achieved / paetae
- merit / kaiaka
- excellence / kairangi.

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.

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.

## Ihirangi waitohu | Indicative content

SSBs include in skill standards indicative content they encourage providers to cover with their learners.

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.

### Rauemi | Resources

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.

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.

### Pārongo Whakaū Kounga | Quality assurance information

<b>Ngā rōpū whakatau-paerewa   Standard Setting Body</b>	Each skill standard listed on the DASS must include the name and contact details of the relevant SSB
<b>Whakaritenga Rārangi Paetae Aromatawai   DASS classification</b>	Skill standards must be classified in a domain listed on the DASS. The classification system for the DASS comprises three tiers: fields, subfields, and domains. The content of a skill standard must be consistent with the domain in which it is classified.
<b>Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga   CMR</b>	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).  Each standard includes the reference number of the relevant CMR.

<b>Hātepe   Process</b>	<b>Putanga   Version</b>	<b>Rā whakaputa   Review Date</b>	<b>Rā whakamutunga mō te aromatawai   Last date for assessment</b>
<b>Rēhitatanga   Registration</b>	1	dd mm yyyy	dd mm yyyy  The last date for assessment against a version of the standard allows providers time to update impacted products and develop new assessment materials.
<b>Arotakenga   Review</b>	2	dd mm yyyy	dd mm yyyy

<b>Kōrero whakakapinga  </b> Replacement information	While the original and replacement standard cover similar topics, the SSB considers that people credited with the original standard will have different skills to people credited with the replacement standard. The replacement standard has a new ID.
<b>Rā arotake  </b> Planned review date	dd mm yyyy All skill standards must be periodically reviewed to ensure they remain fit for purpose. Skill standards are expected to be reviewed after a period of five years although factors such as the extent and type of industry change, legislative requirements, and moderation feedback will also drive how often reviews take place.

Please contact <SSB> at <email address> if you wish to suggest changes to the content of this skill standard.

## Sample 1

Number		Design, deliver, and adapt exercise programmes for adults with low to moderate health risks
<b>Kaupae   Level</b>	4	
<b>Whiwhinga   Credit</b>	15	
<b>Whāinga   Purpose</b>	<p>This skill standard is for people who want to learn to design and deliver exercise programmes for adults with low to moderate health risks.</p> <p>It is for group exercise instructors, gym instructors and personal trainers.</p> <p>This skill standard aligns with the New Zealand Certificate in Exercise (Level 4) [Ref: 3563].</p>	
<b>Whakaakoranga me mātua oti   Pre-requisites</b>	12345 <i>Describe human anatomy and explain the physiology of body systems and health risk factors</i>	

### Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

<b>Hua o te ako   Learning outcomes</b>	<b>Paearu aromatawai   Assessment criteria</b>
1. Design exercise programmes for adults with low to moderate health risks.	<ul style="list-style-type: none"> <li>a. Communicate to build trust and rapport to understand, review, and update participant goals.</li> <li>b. Carry out the approved exercise industry pre-screen to determine health status and risks.</li> <li>c. Design an exercise programme to meet participant goals.</li> </ul>
2. Deliver exercise programmes for adults with low to moderate health risks.	<ul style="list-style-type: none"> <li>a. Demonstrate and monitor correct technique for the exercise programmes.</li> <li>b. Seek feedback from participants on the achievement of goals.</li> </ul>
3. Monitor and adapt exercise programmes to meet participant goals.	<ul style="list-style-type: none"> <li>a. Gather and analyse relevant data to measure the participants' progress against goals.</li> <li>b. Adapt the exercise programmes to reflect participants' progress and goals.</li> </ul>



## **Pārongo aromatawai me te taumata paearu** | Assessment information and grade criteria

### *Assessment specifications*

Learners need to apply the skills outlined in the assessment criteria to four different exercise participants – two with a pre-screen outcome of low risk and two with a pre-screen outcome of moderate risk.

Learners must use an approved exercise industry pre-screen. This is accessible from the New Zealand Register of Exercise Professionals (REPs)

[www.reps.org.nz](http://www.reps.org.nz).

Guidelines and codes of practice applicable to this standard include Code of Ethical Practice endorsed by Exercise New Zealand.

## **Ngā momo whiwhinga** | Grades available

Achieved.

## **Ihirangi waitohu** | Indicative content

- Preparation, warm-up, and cool down in relation to different types of training – including psychological, physiological, environmental aspects.
- Stretching – including static, dynamic, proprioceptive neuromuscular facilitation (PNF).
- Training – including, strength, power, hypertrophy and endurance, flexibility, agility, speed, aerobic, and anaerobic.
- Communication techniques to establish trust and rapport, and to support, encourage and motivate participants.
- Awareness and respect for diverse needs and cultures in an exercise setting.
- Pre-screening interviews and fitness testing.
- Evaluation of a participant's information and using it to design an appropriate exercise programme – including goals, preferences, current fitness level, injury profile, exercise risk factors, warm up and cool down requirements, expected barriers.

## **Rauemi** | Resources

Exercise Schedule A is a guidance document that ... and is available at ....

Other resources, including up-to-date guidance for providers on delivery and assessment is available at ...

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

<b>Ngā rōpū whakatau-paerewa</b>   Standard Setting Body	Toi Mai Workforce Development Council
<b>Whakaritenga Rārangi Paetae Aromatawai</b>   DASS classification	Community and Social Services > Exercise > Fitness Assessment and Exercise Instruction
<b>Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga</b>   CMR	99

<b>Hātepe</b>   Process	<b>Putanga</b>   Version	<b>Rā whakaputa</b>   Review Date	<b>Rā whakamutunga mō te aromatawai</b>   Last date for assessment
<b>Rēhitatanga</b>   Registration	1	dd mm yyyy	dd mm yyyy
<b>Arotakenga</b>   Review	2	dd mm yyyy	dd mm yyyy
<b>Kōrero whakakapinga</b>   Replacement information	xxxx		
<b>Rā arotake</b>   Planned review date	dd mm yyyy		

Please contact Toi Mai WDC at <email address> if you wish to suggest changes to the content of this skill standard.

## Sample 2

### Number Construct timber garden furniture as a BCATS project

<b>Kaupae   Level</b>	2
<b>Whiwhinga   Credit</b>	8
<b>Whāinga   Purpose</b>	<p>This skill standard is for people who want an introduction to the process of constructing outdoor timber garden furniture.</p> <p>It is for learners in a BCATS environment with limited construction skills and knowledge.</p> <p>This skill standard aligns with the New Zealand Certificate in Building, Construction, and Allied Trades Skills (BCATS) (Level 2) [Ref: 3844].</p>
<b>Whakaakoranga me mātua oti   Pre-requisites</b>	None

### Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

<b>Hua o te ako   Learning outcomes</b>	<b>Paearu aromatawai   Assessment criteria</b>
1. Plan material requirements for timber garden furniture.	a. Identify project components from documentation. b. Prepare cutting lists for projects.
2. Prepare components for timber garden furniture.	a. Mark out and cut components to size as outlined in cutting lists b. Machine components as outlined in project documentation.
3. Assemble and finish timber garden furniture.	a. Assemble project components as specified in documentation. b. Complete projects and work operations in accordance with workplace safety practices.

### Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

#### *Assessment specifications*

Assessment will include the construction of two different items of garden furniture.

The first item can be a basic garden furniture item including, a stepped planter box, a free-standing planter or wall mounted planter boxes, raised gardens, or stepladder-style plant ladders, or an item of similar complexity.

The second item must be a Cape Cod chair, picnic table, bench seat with garden tool storage, or an item of similar complexity.

**Ngā momo whiwhinga | Grades available**

Excellence, Merit, Achieved.

Paetae   Achieved	Kaiaka   Merit	Kairangi   Excellence
Projects are assembled and completed with sufficiently accurate measurements.	Projects are assembled and completed with few inaccurate measurements.	Projects are assembled and completed with accurate measurements.
Materials are cut and machined approximately to specifications outlined in project documentation.	Materials are cut and machined closely to specifications outlined in project documentation.	Materials are cut and machined precisely to specifications outlined in project documentation.
There are minor blemishes with acceptable tolerances that do not impact the project's structure or functionality.	There are few blemishes and projects are made with almost exact tolerances to size and finish.	There are no visible blemishes and projects are made to exact size and finish.
All work operations are carried out safely with issues identified and reported within a BCATS environment.	All work operations are carried out safely with issues identified, reported and rectified within a BCATS environment.	All work operations are carried out safely with issues identified, reported, rectified, and evaluated within a BCATS environment.

**Ihirangi waitohu | Indicative content**

- Extracting information in project documents
- Calculating material quantities economically
- Selecting appropriate hand and power tools for garden furniture projects and using them correctly
- Using and selecting correct materials

- Measuring and marking out materials
- Cutting and machining timber
- Assembly techniques
- Construction joints and fixing
- Carrying out tasks safely and identify risks
- Handling and storing of materials and tools safely

### Rauemi | Resources

Construction techniques ...

Other resources, including up-to-date guidance for providers on delivery and assessment is available at ...

### Pārongo Whakaū Kounga | Quality assurance information

<b>Ngā rōpū whakatau-paerewa  </b> Standard Setting Body	Waihanga Ara Rau Construction and Infrastructure Workforce Development Council
<b>Whakaritenga Rārangi Paetae Aromatawai  </b> DASS classification	Planning and Construction > Construction Trades > Building, Construction, and Allied Trades Skills
<b>Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga  </b> CMR	48

<b>Hātepe  </b> Process	<b>Putanga  </b> Version	<b>Rā whakaputa  </b> Review date	<b>Rā whakamutunga mō te aromatawai  </b> Last date for assessment
<b>Rēhitatanga  </b> Registration	1	dd mm yyyy	dd mm yyyy
<b>Arotakenga  </b> Review	2	dd mm yyyy	dd mm yyyy
<b>Kōrero whakakapinga  </b> Replacement information	This skill standard replaced skill standard xxx		

<b>rā arotake  </b> Planned review date	dd mm yyyy
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Please contact Waihanga Ara Rau Construction and Infrastructure WDC at <email address> if you wish to suggest changes to the content of this skill standard.

## Sample 3

Number	Produce project briefs across a range of ngā toi
<b>Kaupae</b>   Level:	3
<b>Whiwhinga</b>   Credit:	10
<b>Whāinga</b>   Purpose:	<p>This skill standard is intended to provide ākonga with the opportunity to apply understanding of creative processes in producing ngā toi project briefs.</p> <p>It can be used in programmes leading to the New Zealand Certificate in Ngā Toi (Level 3) [Ref: 2789].</p>
<b>Whakaakoranga me mātua oti</b>   Pre-requisites	None.

### Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria
1. Analyse traditional and contemporary creative processes for a chosen area of Ngā Toi.	<ul style="list-style-type: none"> <li>a. Analyse the impact of technology on creative processes and the production of Ngā Toi.</li> <li>b. Analyse the impact of evolving social and cultural contexts on creative processes and the production of Ngā Toi.</li> </ul>
2. Produce Ngā Toi project briefs.	<ul style="list-style-type: none"> <li>a. Apply a traditional or contemporary creative process to produce a Ngā Toi project brief.</li> <li>b. Explain how technology and evolving social and cultural contexts have influenced the project brief.</li> </ul>

### Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

#### *Assessment specifications*

Learners need to produce two project briefs.

<b>Ngā Kaupapa</b>	Skill standards are informed by ngā kaupapa o Te Hono o Te Kahurangi, the NZQA quality assurance Māori framework.	Ngā kaupapa: <ul style="list-style-type: none"> <li>• Rangatiratanga,</li> <li>• Whanaungatanga,</li> <li>• Manaakitanga,</li> <li>• Pūkengatanga,</li> <li>• Kaitiakitanga, and</li> <li>• Te Reo Māori.</li> </ul>	The delivery, resourcing, and the assessment and aromatawai practices associated with the attainment of this skill standard should express the kaupapa in the context of your provider/iwi/hapū/whānau/hapori
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### Ngā momo whiwhinga | Grades available

Excellence, Merit, Achieved.

Paetae   Achieved	Kaiaka   Merit	Kairangi   Excellence
Analysis identifies the impacts of technology, social and cultural contexts on creative processes for Ngā Toi production.	In-depth analysis identifies the impacts of technology, social and cultural contexts on creative processes for Ngā Toi production and links these to preparing a project brief.	Comprehensive analysis identifies the impacts of technology, social and cultural contexts on creative processes for Ngā Toi production and explains how these influence the preparation of project briefs for traditional and contemporary creative processes.
Project brief includes sufficient information to enable the ngā toi project to be achieved including and an explanation of how technology, and social and cultural contexts have been influential.	Project brief includes detailed information to enable the ngā toi project to be achieved and are provided with an explanation of how technology, and social and cultural contexts have been influential.	Project brief includes highly detailed information to enable the ngā toi project to be achieved and an explanation of how technology, and social and cultural contexts have been influential.
Information includes tikanga, kawa, health and safety considerations, the desired outcome, and high-level information regarding	Information includes tikanga, kawa, health and safety considerations, the desired outcome, motivation for the project, and detailed	Information includes tikanga, kawa, health and safety considerations, the desired outcome, motivation for the project, including



<b>Paetae   Achieved</b>	<b>Kaiaka   Merit</b>	<b>Kairangi   Excellence</b>
functionality, materials used and development timeframes.	information regarding functionality such as uses of the toi, size, scale, colour; materials used and development timeframes.	<p>whakapapa, whanau/hapū/iwi korero, purakau, and highly detailed information regarding functionality, materials, and development timeframes:</p> <p>Functionality – uses of the toi, size, scale, colour, design elements, symbols, textural considerations.</p> <p>Materials – resources, access to resources, budget.</p> <p>Development timeframes, potential issues, solutions, and success measures.</p>

### **Ihirangi waitohu | Indicative content**

- Ngā Toi research
- Māori research methods and tikanga
- Research and production of project briefs
- Examine/interpret/record the creative process
- Ngā kōrero tuku iho
- Pūrākau, pakiwaitara, waiata, mōteatea
- Whakapapa
- Tikanga me Kawa
- Mātauranga ā iwi, ā hapū, ā whānau
- *Whakataukī me Whakatauākī*

### **Rauemi | Resources**

- Kaiako and support staff
- Whānau, hapū, iwi, hāpori
- Kaumātua networks – guest speakers
- Noho marae
- Off-site/Field Trips
- Library and research centres

## Pārongo Whakaū Kouna | Quality assurance information

<b>Ngā rōpū whakatau-paerewa  </b> Standard Setting Body	Māori Qualifications Services, NZQA
<b>Whakaritenga Rārangi Paetae Aromatawai  </b> DASS classification	Māori>Whakairo>Toi Whakairo
<b>Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga  </b> CMR	0082

<b>Hātepe  </b> Process	<b>Putanga  </b> Version	<b>Rā whakaputa  </b> Review Date	<b>Rā whakamutunga mō te aromatawai  </b> Last date for assessment
<b>Rēhītatanga  </b> Registration	1	dd mm yyyy	dd mm yyyy
<b>Arotakenga  </b> Review	2	dd mm yyyy	dd mm yyyy
<b>Kōrero whakakapinga  </b> Replacement information	xxxx		
<b>Rā arotake  </b> Planned review date	dd mm yyyy		

Please contact Māori Qualifications Services at <email address> if you wish to suggest changes to the content of this skill standard.