

## Reference template

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**Unique  
numerical  
identifier**

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

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<b>Kaupae   Level</b>	<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>
<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>	<p>SSBs may specify other standards as mandatory pre-requisites relating to health and safety, or legislative requirements.</p>

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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:
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   Replacement information</b>	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   Planned review date</b>	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.