This checklist must be used in conjunction with the:

* [*Guidelines for listing assessment standards and consent and moderation requirements on the Directory of Assessment Standards 2021*](https://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/Assessment-stds-and-CMRs/guidelines-list-assessment-stds-and-cmrs.pdf);
* [Directory of Assessment Standards Listing and Operational Rules 2021](https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/standards-and-assessment-rules/das-listing/); and
* must be accompanied by an [Application for registration of new and/or for changes to existing standards](https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/list-assessment-stds/) on the Directory of Assessment Standards (DAS).

| **Technical requirements** | **Comments** | **Select option\*** |
| --- | --- | --- |
| ***Overarching criteria*** | | |
| There are no unnecessary or unreasonable restrictions on the pace or mode of assessment |  | - |
| Standards do not unnecessarily duplicate the significant outcomes of any other standards |  | - |
| Outcomes and performance criteria are manageable, coherent, assessable and consistent with valid assessment practice |  | - |
| Language is clear and appropriate for intended users |  | - |
| Outcomes are consistent with each other and the title |  | - |
| Text is free from typographical, grammatical, and punctuation errors. It is of publishable quality and meets current formatting requirements in terms of the:   * numbering of Guidance Information notes * numbering of performance criteria * format of range statements |  | - |
| ***Classifications*** | | |
| Subfields and domains are listed on the Directory of Assessment Standards (DAS) |  | - |
| ***Titles*** | | |
| Describe significant and meaningful outcomes |  | - |
| Use the format: Verb - Noun - Conditions and/or Context consistent with the domain |  | - |
| Are unique |  | - |
| Any title including an option clearly recognises equivalent outcomes |  | - |
| Do not exceed 120 characters including punctuation and spaces |  | - |
| ***Outcome statements*** | | |
| Express demonstrable and assessable outcomes |  | - |
| Use the format: Verb - Noun - expand on and are consistent with title |  | - |
| Form a coherent set of outcomes consistent with the significant outcome described by the title |  | - |
| Are all compulsory |  | - |
| The outcome statement and title are the same for standards with only one outcome statement |  | - |
| ***Performance criteria*** | | |
| Specify the quality of the critical evidence required to meet the outcomes and are not assessment tasks or instructions to assessors |  | - |
| Provide informative guidance and sufficient detail for manageable assessment |  | - |
| Collectively indicate the standard or quality of performance required |  | - |
| Do not simply restate the outcome statements and do not introduce new requirements |  | - |
| Are consistent with the outcome statements |  | - |
| ***Range statements*** | | |
| Range statements clearly distinguish items that need to be considered for assessment and/or provide guidance for assessment |  | - |
| For range statements that apply to the whole standard, range is placed in the Guidance Information section |  | - |
| For range statements that apply to an outcome, range is immediately below the relevant outcome statement |  | - |
| For range statements that apply to a performance criterion, range is immediately below the relevant criterion or incorporated into the text of the performance criterion |  | - |
| ***Guidance Information*** | | |
| References to publications are directly relevant to the standards, cited using a recognised convention, and accessible to users |  | - |
| Acts, codes, and/or regulations are current, directly relevant, and their formal names and dates of enactment are accurate |  | - |
| The purpose of each guidance note is clear |  | - |
| Definitions assist in the interpretation of the standards and are used only for terms used in the standard and used outside of normal usage |  | - |
| Any entry information is recommended only |  | - |
| ***Levels*** | | |
| The levels assigned to the standards are consistent with the [NZQF level descriptors](https://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/requirements-nzqf.pdf) |  | - |
| ***Credits*** | | |
| Are within the range 1-120 (inclusive) |  | - |
| Are consistent with standards of comparable outcomes and similar contexts |  | - |
| Are fair in relation to the content of the standards and align with the definition of credit i.e. 1 credit represents a notional 10 hours of learning, practice and assessment |  | - |
| ***Grades*** | | |
| Rationale for grades is provided along with evidence of stakeholder support for their inclusion in existing standards |  | - |
| Higher grades do not introduce new outcomes |  | - |
| Higher grades apply to a higher performance level or to better ways of achieving the performance level or to a greater depth of understanding of the more complex concepts reflected in the title |  | - |
| Higher grades do not devalue standards awarded with an Achieved grade and Merit and Excellence requirements include evidence from the lower grades |  | - |
| Examples of assessment resources and indicative assessment schedules are provided |  | - |
| ***Purpose statements*** | | |
| Express the outcomes of the standards in terms of the knowledge, skills, behaviours, attitudes, and values which they recognise |  | - |
| Allow for meaningful comparison with other standards |  | - |
| ***Prerequisites*** |  |  |
| Prerequisites relate to critical health, safety, and legislative requirements |  | - |
| Entry requirements are not at higher levels than the standards on which they appear |  | - |
| References to other standards are correct and are correctly formatted: Unit <id no>, *Title* |  | - |
| Relationships between prerequisites are not circular, and are set out on a diagram (not for publication) |  | - |
| Entry information does not include time-based requirements or co-requisite standards |  | - |
| ***Consent and Moderation Requirements (CMR)*** | | |
| The standards are linked to an approved CMR |  | - |
| ***Planned review date*** | | |
| Is specified, and allows the review to be informed by the usage of the standards |  | - |
| ***Revisions, Reviews and Rollovers*** | | |
| Any last dates for assessment of superseded versions allow sufficient time for users to update qualifications, programmes, and/or resources  *Note: these are not usually specified at Revision or Rollover. Dates require full consultation with stakeholders.* |  | - |
| Replacement information is correct and matches change report |  | - |
| ***Change report*** | | |
| Text is free from typographical, grammatical, and punctuation errors. Report is of publishable quality and meets formatting requirements. |  | - |
| Is suited to intended audience |  | - |
| Outlines the change or development process (stakeholders, timeframes and other relevant information) |  | - |
| Provides a rationale for, and a summary of, the main changes |  | - |
| ***Reviews*** |  |  |
| Includes a table of standard details with all changes made at review listed in bold, and includes review category (A, B, C or D) |  | - |
| Provides guidance, if applicable, about recommendations for transition arrangements for C and D category reviews |  | - |
| Identifies and mitigates impact of review on organisations with *Consent to Assess against Standards* (accreditation) |  | - |
| Expiry dates specified for C and D category standards allow sufficient time for users to update qualifications, programmes, or resources |  | - |