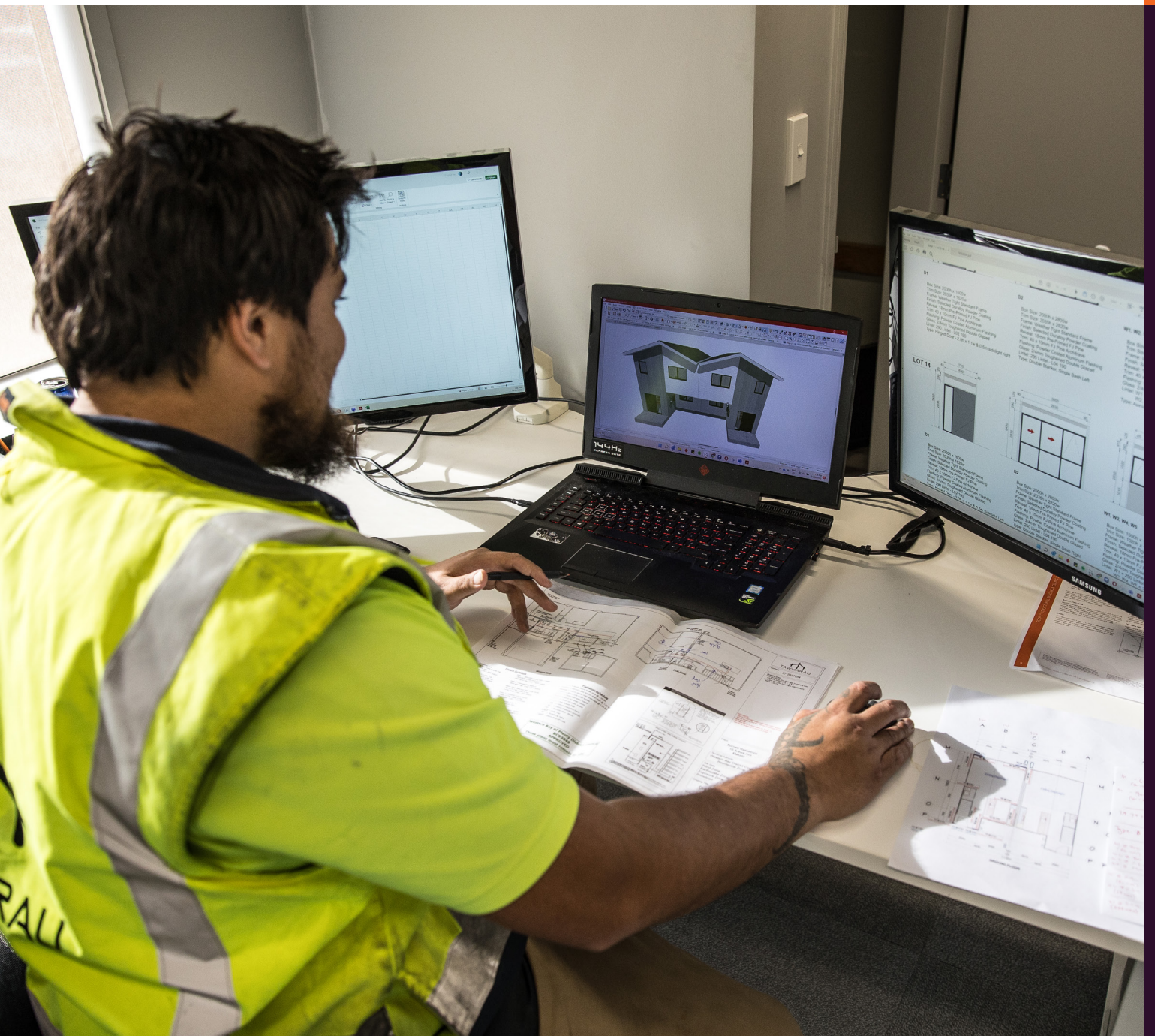


How to Use the Good Practice Guides

Good practice in the development and implementation
of skill standards-based qualifications

Karen Vaughan and Andrew Kear | September 2024



NZQA SUPPORT FOR THE GUIDES

NZQA supports ConCOVE Tūhura's approach in developing these guides to help standard setting bodies and end-users develop a deeper understanding of skill standards.

As the building blocks of vocational qualifications and micro-credentials, skill standards have huge potential to support consistent graduate outcomes and meet industry needs. We envisage that the toolkit approach to the good practice guides will be particularly useful to the target audiences, some of whom may be new to standards-based qualifications and programmes. – NZQA

ACKNOWLEDGEMENT

This guide was commissioned by ConCOVE Tūhura and part-funded by Waihanga Ara Rau Workforce Development Council. The work was delivered by Hummingbird Effect.

We extend our sincere thanks to the many individuals and organisations who contributed their time, expertise, and insights to the development of this guide, including:

- Waihanga Ara Rau Workforce Development Council
- Building and Construction Industry Training Organisation (BCITO)
- Te Pūkenga
- Apprenticeship Training New Zealand (ATNZ)
- Eastern Institute of Technology (EIT)
- Competenz
- Ara Institute of Canterbury
- Site Safe New Zealand Incorporated
- New Zealand Qualifications Authority (NZQA) Policy Team

Technical Advisory Groups for:

- Rigging
- Core Construction
- Temporary Traffic Management
- Glazing
- Painting
- Structural Detailing
- Ringa Hora Services Workforce Development Council
- Toi Mai Workforce Development Council

Their collective knowledge and experience have been invaluable in shaping this resource to support assessment practice in vocational education and training.

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THE GOOD PRACTICE GUIDANCE TOOLKIT

In late 2023, skill standards began replacing unit standards, becoming compulsory components, where they exist, of the programmes leading to New Zealand national qualifications. The first skill standards were approved and published by the New Zealand Qualifications Authority in 2024. National qualifications and programmes of learning developed from 2024 onwards will be based on skill standards.

This is the introduction to the ‘toolkit’ of good practice guides. The toolkit audience is those involved in the process of developing and implementing skill standards-based credentials and qualifications:

1. standard setting and qualifications development;
2. learning programme development;
3. learning programme delivery;
4. assessment of learning; and
5. moderation of outcomes.

These roles sit within Work Based Learning Organisations (WBLOs)¹, Institutes of Technology and Polytechnics (ITPs), Private Training Establishments (PTEs) and wānanga for programme development and delivery (including assessment); Standard-setting Bodies (SSBs)² for standards and qualifications development and moderation of outcomes; and industry and other stakeholders for advice on qualifications and programmes.

There are six guides in the toolkit:

1. A Background to the Emergence of Skill Standards
2. An Overview of the System
3. Standards and Qualifications Development
4. Programme Development and Delivery
5. Assessment and Consistency Measures
6. Industry Stakeholders and Advisory Work

USING THE GUIDES

Guides are designed to help standard-setting bodies (SSBs), WBLOs and tertiary education providers deepen their understanding of what skills standards should be and do to achieve the quality and consistency that will meet the needs of industry and learners.

Each guide is addressed to a particular aspect of the work involved in qualifications development and implementation. Each guide discusses the most challenging issues for that work, and sets out guiding principles, illustrated with practice interpretations, examples and exemplars.

The audience for each guide is indicated by the title (e.g. the Assessment and Consistency Measures guide will be most relevant for assessors and moderators). However, a secondary audience for each guide is those who work ‘upstream’ or ‘downstream’ of the kind of work discussed. This is shown in the following table. Each guide in the set has been allocated a colour. That guide most relevant to a particular group is marked with that colour. A lighter shade of the same colour indicates relevance those working ‘upstream’ or ‘downstream’.

Table 1 Suggested audiences for each guide

	Background to the Emergence of Skill Standards	An Overview of the System	Standards and Qualifications Development	Programme Development and Delivery	Assessment and Consistency Measures	Industry Stakeholders and Advisory Work
Standards and qualifications developers	Dark Blue	Orange	Green	Purple	Red	Yellow
Expert advisors (industry & other stakeholders)	Light Blue	Light Orange				Light Yellow
Learning programme developers	Light Blue	Orange	Light Green	Purple	Red	Yellow
Assessors of learning outcomes & competence	Dark Blue	Orange	Light Green	Purple	Red	
Moderators assuring consistency of outcomes	Light Blue	Orange	Light Green	Purple	Red	
Teacher educators or capability developers	Light Blue	Orange		Purple	Red	

The topics and issues covered by each guide are discussed from the perspective of the main audience and the particular challenges and opportunities for that work. The following figure shows a list of topics and which guides these topics appear in. If someone has a particular interest in a topic, they should look for it in the left-hand column and then see which guides (colour-coded) pick up on this topic or issue.

¹ WBLOs are subsidiaries of the national provider network, Te Pūkenga. They were formerly Industry Training Organisations (ITOs). At the time of writing Te Pūkenga was being disestablished. It is likely that ITOs will be re-established in some form.

² At the time of writing, the relevant SSBs were Workforce Development Councils (WDCs).

Table 2 Topics and issues covered by each guide

Topics and issues	Background to the Emergence of Standards	An Overview of the System	Standards and Qualifications Development	Programme Development and Delivery	Assessment and Consistency Measures	Industry stakeholders and advice
Assessment approaches and practice	■		■	■	■	
Assessment Criteria			■	■	■	
Assessment Specifications			■	■	■	
Combining knowledge and skill			■	■	■	
Communities of practice / collaboration		■		■	■	
Context: industry training and Targeted Review of Qualifications (TroQ)	■					
Context: Review of Vocational Education (RoVE)	■	■		■		
Credit values	■		■	■	■	
Differences with unit standards (technical & philosophical)	■		■	■	■	■
Expertise in assessment and teaching/training				■	■	
Future-proofing qualifications			■	■	■	■
Good practice guidance		■				
Indicative Content			■	■	■	
Initiation of qualifications development and programme development			■	■	■	■
Learning Outcomes	■		■	■	■	
Mixing types of assessment standards in programmes				■		
Moderation and consistency approaches		■		■	■	
Programme development considerations			■	■	■	
Programme delivery: settings, learning opportunities				■	■	
Recognition of prior learning	■			■	■	
Roles and entities in the system	■	■		■		■
Standards-based assessment (principles, aims)	■		■	■	■	
Technical expert advice (industry & other stakeholders)			■	■		■