

Glossary of Terms

Accreditation	A process for ensuring that organisations have the capability, including management of quality, to assess against unit standards or to deliver and assess against unit standards.
Assessment	A process of judging collected evidence to ensure that the requirements of the relevant standards have been met.
(Assessment) Samples	Completed assessment activities, including all collected evidence and assessment materials.
AMAP	Accreditation and Moderation Actions Plans (AMAPs) relate to industry or sector-specific requirements for the accreditation of organisations to deliver programmes and/or assess against unit standards in the scope of the AMAP, and to the moderation process that accredited organisations will need to engage in. Every standard registered on the National Qualifications Framework cites the number of its applicable AMAP.
Assessment Activities	These assess against the elements and provide instructions that are clear, complete, easily understood and give the candidate the opportunity to meet the requirements of the unit standard.
Assessment Schedule	Specifies the evidence expected from the candidate for each element being assessed. It includes judgement statement(s) which identify the standard to be achieved.
Credit	Credits allocated to unit standards reflect the notional learning time expected for candidates to meet the outcome and performance requirements in those unit standards. (Actual learning time will, of course, vary from candidate to candidate.) Notional learning time

	includes time spent in structured tuition and self paced learning and practice; time taken to gather and provide evidence for assessment purposes; and time taken to be assessed in all the outcomes and contexts.
Competence	The consistent performance of knowledge, skills, and attitudes to the standard specified.
Credit	A value assigned to a unit standard that reflects the time required to achieve its outcomes.
Delivery	The context, method and content of teaching and learning, including resources and assessment tasks.
Domain	A specific area of learning at unit standard level, defined by the NQF.
Element	Elements describe the more detailed outcomes that candidates' knowledge and skills are assessed against. Collectively, these comprise the outcome expressed by the title.
Field	A broad area of learning, and defined in the Index of Unit Standards and National Qualifications (see also SUB-FIELD and DOMAIN).
Industry Training Organisation (ITO)	A body recognised by the Tertiary Education Commission (TEC) in terms of the Industry Training Act as the standard setting body and for its industry sector.
Level	Unit standards are registered at one of the approved levels of the National Qualifications Framework. See Level Descriptors.
Level Descriptors	Level descriptors are used to describe a specific level of complexity of learning. Level Descriptors may be found here: http://www.nzqa.govt.nz/framework/levels.html;jsessio

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Model Answers	Can be used in place of an assessment schedule eg workbook assessment model answers.
Moderation <ul style="list-style-type: none"> • Pre-assessment • Post-assessment 	<p>A quality checking process to ensure that assessment materials meet all the requirements of the relevant unit standard(s) prior to their use.</p> <p>A quality checking process, intended to provide assurance that assessment is fair, valid and at the national standard, and that the assessors are making consistent judgements about learner performance.</p>
National Qualifications Framework	A register of national qualifications and unit standards.
NQF	National Qualifications Framework
Performance Criteria (PC)	<p>Performance criteria specify the evidence required to meet the outcomes in the elements. Collectively, performance criteria provide the standards against which elements are assessed.</p> <p>In relation to each element, the criteria will specify what is expected to have been done to a particular quality, level or standard.</p>
Provider	An individual or organisation supplying education and/or training and assessment services.
Qualification	A named combination of learning outcomes that has been registered on the NQF.
Range Statements	Range statements ensure that the same factors are considered for assessment of each candidate. Range statements are also sometimes used to clarify assessment conditions.

	<p>Assessors should note the placement of range statements.</p> <ul style="list-style-type: none"> • If written in the Special Notes section, the range statement applies to all outcomes in the unit standard. • If written immediately below an element statement, it applies to all performance criteria in that element. • If written immediately below a performance criterion, it applies to that criterion only.
Recognition of Current Competence (RCC)	A process of assessing a candidate's current workplace experience.
Recognition of Prior Learning (RPL)	A process of assessing a candidate's previous learning experiences.
Record of Achievement	A document that contains details of unit standards and national qualifications credited to an individual. Previously named Record of Learning.
Record of Learning	See Record of Achievement
Special Notes	Special Notes convey information that will help assessors interpret the standard and/or increase the likelihood of consistent assessment judgements. They can also be used to indicate any special assessment requirements or conditions.
Standard Setting Body (SSB)	<p>Standard Setting Bodies (SSBs) are responsible for the quality and credibility of standards submitted to NZQA for registration on the NQF. They work with industry partners, professional groups, and other stakeholders to develop useful and relevant standards and qualifications that are nationally recognised.</p> <p>An industry Training Organisation (ITO) is an example of an SSB.</p>

Sub-Field	A specific area of education or training at qualification level defined by the NQF.
Title	The title of a unit standard expresses the main outcome that someone who is credited with the unit standard has demonstrated they know and/or can do.
Unit Standard	<p>Each standard registered on the National Qualifications Framework (NQF) describes what a learner needs to know or what they must be able to achieve.</p> <p>Because the standards are nationally agreed, learners' achievements can be recognised in a number of contexts. Their knowledge and skills will be transferable between qualifications and providers.</p> <p>Standards specify learning outcomes. Having qualifications based on learning outcomes is what makes NQF qualifications different from other qualifications systems (which are often focused more on outputs such as courses, or inputs such as curricula or teaching hours).</p>
Version	<p>Each time there is a change made to a unit standard, a new version is created. Minor changes to standards may not affect outcomes. However, assessors should always check their assessment tasks, evidence guides and marking schedules carefully against new versions of a standard to ensure that material reflects the requirements of the new version of the standard; adjustments may be required.</p> <p>A 'grace' period of approximately two years is normally allowed after a new version of a standard is registered, to enable training providers and assessors to change programme and assessment documentation to accommodate the new version.</p>