

Checklist for the Evaluation of Unit Standards

This form is to be used in conjunction with the *Registration Criteria for National Qualifications Framework Unit Standards* (2001) and must be accompanied by an Application for registration of new and reviewed unit standards on the National Qualifications Framework.

Name of SSB		NZQA codes
Subfield(s)		A
(For NZQA use only) Application		A

	Checked by		Tick box for compliance, or include explanatory comments and expand in covering letter if required	
	SSB	NZQA		
GENERAL				
Outcomes do not unnecessarily duplicate existing unit standards	<input type="checkbox"/>	<input type="checkbox"/>		E
Language is clear and does not present potential barriers to access, and is used consistently throughout the unit standards	<input type="checkbox"/>	<input type="checkbox"/>		EE
Outcomes are consistent with each other and the title	<input type="checkbox"/>	<input type="checkbox"/>		E
Outcomes are consistent with valid assessment practice	<input type="checkbox"/>	<input type="checkbox"/>		E
Evidence requirements are achievable, clear, and the assessment load is reasonable	<input type="checkbox"/>	<input type="checkbox"/>		E
Text is free from typographical, grammatical, and punctuation errors (publishable quality) and meets current formatting requirements	<input type="checkbox"/>	<input type="checkbox"/>		EE
<ul style="list-style-type: none"> • numbering of special notes • numbering of performance criteria • format of range statements 	<input type="checkbox"/>	<input type="checkbox"/>		
SPECIFICS				
1 Classifications				
Subfields and domains are registered on the Framework	<input type="checkbox"/>	<input type="checkbox"/>		A
2 Titles				
Describe meaningful outcomes	<input type="checkbox"/>	<input type="checkbox"/>		E
Use the format: Verb - Noun - Conditions and/or Context consistent with the domain	<input type="checkbox"/>	<input type="checkbox"/>		EE
Are unique	<input type="checkbox"/>	<input type="checkbox"/>		A
Any title including an option clearly recognises equivalent outcomes	<input type="checkbox"/>	<input type="checkbox"/>		E

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 E = Evaluator
 EE = Editor and/or Evaluator

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Do not exceed 120 characters including punctuation and spaces (registration criteria will be updated to reflect this)	<input type="checkbox"/>	<input type="checkbox"/>		A
3 Elements				
Express demonstrable and assessable outcomes	<input type="checkbox"/>	<input type="checkbox"/>		E
Use the format: Verb - Noun - expand on and are consistent with title	<input type="checkbox"/>	<input type="checkbox"/>		EE
Collectively form a coherent set of outcomes related to the outcome described by the title	<input type="checkbox"/>	<input type="checkbox"/>		E
Are all compulsory	<input type="checkbox"/>	<input type="checkbox"/>		E
Element and title are the same for single element unit standards	<input type="checkbox"/>	<input type="checkbox"/>		EE
4 Performance Criteria				
Express the critical evidence required to meet the outcomes in the elements (are not tasks or instructions)	<input type="checkbox"/>	<input type="checkbox"/>		E
Provide informative guidance and sufficient detail for manageable assessment	<input type="checkbox"/>	<input type="checkbox"/>		E
Collectively indicate the level or quality of performance required	<input type="checkbox"/>	<input type="checkbox"/>		E
Use the format Noun – Verb and qualitative statement	<input type="checkbox"/>	<input type="checkbox"/>		EE
Are consistent with the element	<input type="checkbox"/>	<input type="checkbox"/>		E
5 Range Statements				
Range statements clearly distinguish items that need to be considered	<input type="checkbox"/>	<input type="checkbox"/>		E
Range notes that apply to the whole unit standard are placed in the special notes	<input type="checkbox"/>	<input type="checkbox"/>		E
Are immediately below the relevant element, or incorporated into the element text	<input type="checkbox"/>	<input type="checkbox"/>		E
Are immediately below the relevant performance criterion, or incorporated into the criterion text	<input type="checkbox"/>	<input type="checkbox"/>		E
6 Special Notes				
Full references are confined to special notes and cited in a conventional style, such as: Author, <i>Title of Book</i> (Place: Publisher, year)	<input type="checkbox"/>	<input type="checkbox"/>		EE
Glossary items are clearly defined and consistent with use in unit standard	<input type="checkbox"/>	<input type="checkbox"/>		EE

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References to other unit standards are correct and meet format criteria ie Unit <id no>, <i>Title</i> or unit standard <id no>	<input type="checkbox"/>	<input type="checkbox"/>		EE
Relevant Acts, codes, or regulations are current, and formal names and date of enactment are accurate	<input type="checkbox"/>	<input type="checkbox"/>		EE
The purpose of each special note is clear	<input type="checkbox"/>	<input type="checkbox"/>		EE
7 Level				
The level assigned to the unit standard accords with the level descriptors	<input type="checkbox"/>	<input type="checkbox"/>		E
8 Credits				
Are within the range 1-120 (inclusive)	<input type="checkbox"/>	<input type="checkbox"/>		A
Are consistent with unit standards of comparable outcomes and similar contexts	<input type="checkbox"/>	<input type="checkbox"/>		E
Are fair in relation to content of the unit standards and aligned with the definition of credit	<input type="checkbox"/>	<input type="checkbox"/>		E
9 Purpose Statements				
Summarise, and are consistent with, the content of the unit standard	<input type="checkbox"/>	<input type="checkbox"/>		EE
10 Entry Information				
Prerequisite is critical to health and safety and is followed by 'or demonstrate equivalent knowledge and skills'	<input type="checkbox"/>	<input type="checkbox"/>		EE
References to other unit standards correct and meet format criteria ie Unit <id no>, <i>Title</i>	<input type="checkbox"/>	<input type="checkbox"/>		EE
Level of prerequisite is lower than standard on which it appears	<input type="checkbox"/>	<input type="checkbox"/>		EE
Prerequisites are set out in a diagram (not for publication)	<input type="checkbox"/>	<input type="checkbox"/>		EE
Relationships among the unit standards are not circular	<input type="checkbox"/>	<input type="checkbox"/>		EE
Does not include time-based entry criteria	<input type="checkbox"/>	<input type="checkbox"/>		EE
11 Accreditation information				
Matches approved AMAP	<input type="checkbox"/>	<input type="checkbox"/>		EE
12 Planned Review Date				
Is specified, and allows review to be informed by usage	<input type="checkbox"/>	<input type="checkbox"/>		E

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REVIEWS				
<i>Unit standards</i>				
Replacement information is correct and matches Review Report	<input type="checkbox"/>	<input type="checkbox"/>		EE
<i>Review Report</i>				
Text is free from typographical, grammatical, and punctuation errors (publishable quality) and meets current formatting requirements	<input type="checkbox"/>	<input type="checkbox"/>		EE
Is suited to intended audience	<input type="checkbox"/>	<input type="checkbox"/>		
Outlines the review process	<input type="checkbox"/>	<input type="checkbox"/>		E
Provides rationale for, and summary of, the major changes	<input type="checkbox"/>	<input type="checkbox"/>		E
Includes table of unit standards details as currently registered, with all changes made at review listed in bold, and shows review category (A, B, C or D)	<input type="checkbox"/>	<input type="checkbox"/>		EE
Outlines transition arrangements for C and D category reviews	<input type="checkbox"/>	<input type="checkbox"/>		E
Identifies impact of review on accreditations ie includes table of extensions to accreditation	<input type="checkbox"/>	<input type="checkbox"/>		E
Identifies impact of review on qualifications, and titles and references of qualifications are correct	<input type="checkbox"/>	<input type="checkbox"/>		EE
Expiry Date for C and D category reviews specified, and allows sufficient time for users to update qualifications, programmes or resources	<input type="checkbox"/>	<input type="checkbox"/>		E

On behalf of SSB

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Date checked _____

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