

Health and Wellbeing Skill Standard Development Project: Core

Guidance and useful information for those providing feedback

Project Objectives:

- Develop core skill standards for level 2, 3 and 4 that are transferable across roles, sectors and environments within the Health and Wellbeing sector.
- Ensure consistent skill development that progressively builds across Levels 2, 3, and 4, accommodating different entry points across the sector while minimising duplication for learners who progress through the levels.
- Ensure the skill standards align with current needs and expectations of the sector.

Contributions

- Contribute subject matter expertise to the review of draft skill standards.
- Complete the survey with targeted questions
- Provide constructive feedback on draft skill standards. Suggested changes should be completed in the word documents using tracked changes and comment functions.
- Offer sector-specific insights, while acknowledging the diverse needs across sector groups.

About Skill Standards – Key Information

- Skill standards will replace unit standards over time - and - at the qualification developer's discretion - can be listed as mandatory for assessment in programmes of study leading to qualifications.
- They are assessment building blocks for qualifications and micro-credentials and help support consistent graduate outcomes.
- Designed holistically, and less prescriptive in their approach in comparison to unit standards, skill standards focus on transferable competencies that integrate knowledge and skills.
- Skill standards often have more credits than unit standards.
- Skill standards identify what a person will be able to do and define competencies rather than specific tasks.
- Skill standards are written for assessors and programme developers – not learners.
- Skill standards specify assessment conditions, but not delivery methods.

When reviewing draft skill standards, consider:

- **Learning Outcomes:** Do the outcomes accurately reflect the skills required in the sector?
- **Assessment Criteria:** Are the criteria appropriate for assessing competence? Do they describe the expected performance level? Is anything missing?
- **Assessment Specifications:** Are there any elements that might make the standard difficult to achieve?
- **Sector Terminology:** Are we using the correct terminology throughout the standards? Are there any definitions that should be included?

- **Content Completeness:** Are there any areas of learning missing from the indicative content? Is anything included that seems unnecessary?
- **Level Appropriateness:** Are the levels of the core skill standards correctly assigned? Does each level reflect the right complexity?
- **Resources:** Are there any resources that should be included to support learners?

Skill standard components

Each skill standard includes:

- **Title:** Must reflect the outcomes of the standard (note that NZQA's database can only cope with a maximum of 120 characters – this means titles are usually concise).
- **Purpose Statement:** Describes what the learner will have achieved (this section should reflect all learning outcomes).
- **Learning Outcomes:** Core skills gained, with action verb, content, and context. Action verbs are selected from Bloom's Taxonomy, and can *roughly* be applied to different levels (e.g. NZQA will allow 'recognise' up to level 3, but not beyond that; equally we'd probably raise some eyebrows if we used 'critically analyse' at level 3).
- **Assessment Criteria:** Clarifies what assessors should observe (e.g., "knowing how", "knowing why").
- **Assessment Specifications:** Details for expected performance (e.g., real-life situations, simulations).
- **Credit Value:** One credit = 10 notional hours of learning and assessment.
- **Indicative Content:** High-level guidance for providers; not required for assessment. Needs to sit in the 'Goldilocks zone' of not being overly brief or overly prescriptive).
- **Resources:** Must be relevant and current. Note that we use APA referencing, and that resources need to be readily available to learners – NZQA usually challenge references to academic journals which sit behind paywalls.

Further information

More detailed information can be found on the NZQA website or through the following link:

[Guidelines for listing skill standards on the Directory of Assessment and Skill Standards](#)

NZQA Level Descriptors: Levels 2-4

To help guide the review of level appropriateness, the following are summaries of the NZQA level descriptors for Levels 2, 3, and 4:

- **Level 2**
 - Knowledge** Has knowledge of some facts and information and understands some concepts relevant to a field of work or study
 - Practice and performance** Performs a range of familiar activities
 - Critical thinking** Identifies simple problems or goals and recommends a solution or plan
 - Collaboration** Contributes to group or team activities and acknowledges views and experiences of others
 - Communication** Communicates basic knowledge and shares ideas on familiar topics
 - Environment** Highly structured environments

Autonomy and responsibility Works or studies under some supervision, with some responsibility for own learning and performance

- **Level 3**

Knowledge Has knowledge of some of the key facts and information in a field of work or study and understands the underpinning concepts

Practice and performance Performs some unfamiliar activities

Critical thinking Examines familiar problems or goals and recommends a solution or plan

Collaboration Makes a significant contribution to group or team activities and acknowledges views and experience of others

Communication Communicates familiar information and shares ideas on some unfamiliar topics

Environment Structured environments

Autonomy and responsibility Works or studies mostly autonomously with responsibility for own learning and performance

- **Level 4**

Knowledge Has knowledge of the key facts and information in a field of work or study and understands the underpinning concepts and key principles

Practice and performance Performs moderately complex or unfamiliar activities

Critical thinking Examines unfamiliar problems and recommends a solution or plan

Collaboration Helps create a collaborative culture within a group or team by role modelling and encouraging the contributions of others

Communication Communicates familiar information and shares ideas on a range of unfamiliar topics

Environment Structured environments with some unpredictability

Autonomy and responsibility Works or studies autonomously, with responsibility for own learning and performance, and some responsibility for others in workplace contexts

These descriptors should be used to confirm that each standard is pitched at the right level in terms of **complexity, autonomy, and expected outcomes**.