



Pacific  
Community  
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du Pacifique

# QUALITY ASSURANCE IN HIGHER EDUCATION AND TRAINING IN PACIFIC ISLAND COUNTRIES AND TERRITORIES

## MICRO-QUALIFICATION IN DEVELOPING ASSESSMENT INSTRUMENTS: QUALIFICATION DOCUMENT

Educational Quality and Assessment Programme:  
Pacific Community



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ASSESSMENT INSTRUMENTS:  
QUALIFICATION DOCUMENT

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The Pacific Community

Suva, Fiji, 2019

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Original text: English

Pacific Community Cataloguing-in-publication data

Quality assurance in higher education and training in Pacific Island Countries and Territories:  
micro- qualification in developing assessment instruments - qualification document /  
Educational Quality and Assessment Programme, Pacific Community

1. Education, Higher – Oceania.
2. Education, Higher — Evaluation - Oceania.
3. Education, Higher – Quality control - Oceania.
4. Education, Higher - Standards — Oceania.
5. Training — Oceania.
6. Education — Oceania.

I. Title II. Pacific Community

378.680995

AACR2

ISBN: 978-982-00-1166-3

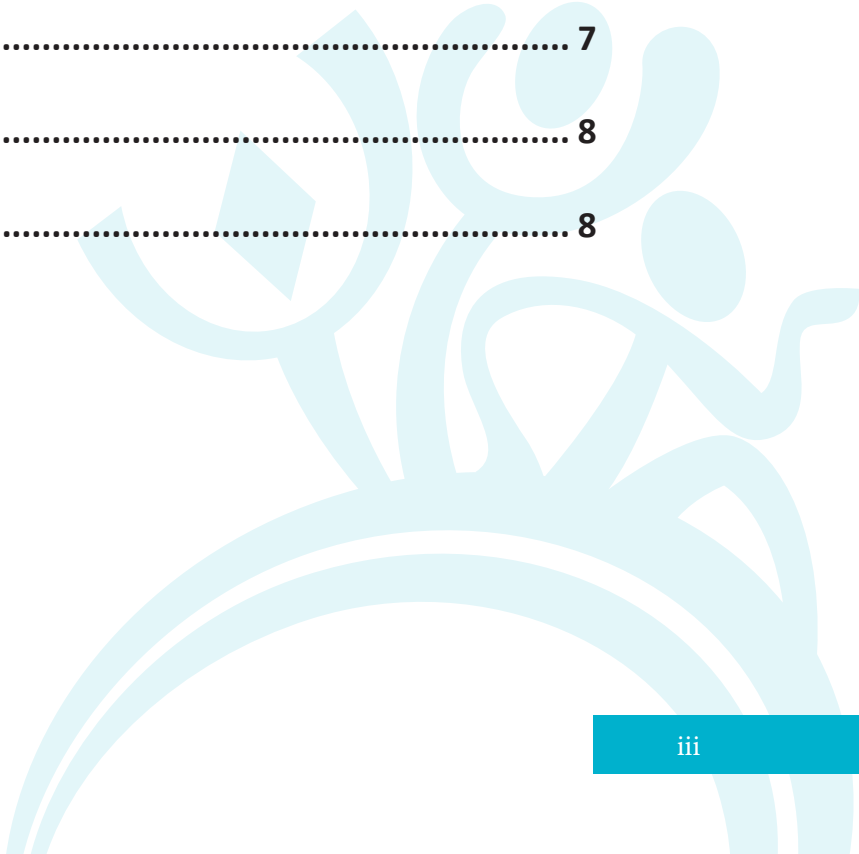
Prepared for publication at SPC's Suva Regional Office, Private Mail Bag, Suva, Fiji, 2019

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Printed by Printhouse Limited, Suva, Fiji, 2019

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## Introduction

The Educational Quality and Assessment Programme (EQAP), which is a division of the Pacific Community (SPC), is the agency responsible for measuring and monitoring quality in education in Pacific Island countries and territories (PICTs). EQAP focuses on two priority areas: facilitating labour and learner mobility, and enhancing educational quality. One of the areas EQAP invests in to fulfil these objectives is quality assurance in post-secondary education and training. Establishing regional educational standards and benchmarks is crucial if the aspiration of PICT leaders to set up a framework is to be achieved. As a regional quality assurance agency, EQAP has been mandated to perform the functions listed below:

- Quality audit of quality assurance agencies.
- Accreditation of institutions and provider qualifications in countries that do not have national quality assurance agencies.
- Accreditation of regional qualifications and units of learning.
- Quality assurance of providers to deliver regional qualifications and units of learning/ micro-qualifications.
- Recognition of foreign qualifications.

This year, EQAP has also ventured into the development of micro-qualifications. A micro-qualification is a subset or component of a qualification that is designed to address a specific need where only certain skill sets are required. Micro-qualifications are created by developing and packaging the learning outcomes. Many organisations, including SPC, develop and deliver short training packages to address gaps in skills and competencies. However, most of the training is neither accredited nor recognised, as there are no pre-defined systems for the development and packaging of such training. The national quality assurance agencies in the region only accredit and recognise full qualifications and do not have any established mechanisms to recognise the short training packages.

With the influx of these training packages that are provided by various organisations in the region, there is a need to appropriately develop them into micro-qualifications and have them recognised. This will add value to the certificates acquired by learners who have been trained and will enhance their employability.

For a micro-qualification to be appropriate for and relevant to the needs of the industry, the industry must be engaged in the development of standards or learning outcomes. The industry experts constitute what is generally referred to as the Industry Advisory Committee (IAC). The IAC provides professional input in the development of standards or learning outcomes that constitute a unit of learning.

This document is a summary of the Micro-Qualification in Developing Assessment Instruments and is called the *Qualifications Document*. It outlines the title, level, credit, purpose, outcomes, requirements for the award, credit range, supplementary skills, credit transfer arrangements and other relevant information regarding the award, delivery and accreditation of the micro-qualification. The document should be used with the *Unit Standards Booklet* for this micro-qualification.



Title / Name of Qualification	Micro-Qualification in Developing Assessment Instruments		
Level	7	Credits	15
Status	TBC	PQF Ref	TBC
Registration Date	TBC	Next Review Date	TBC
Purpose	<p>This Micro-Qualification (MQ) in Developing Assessment Instruments is designed for education and relevant industry professionals who require expertise in the development of assessment instruments, and it recognises the skills and knowledge that are required to design high-stake assessments. It provides an opportunity to enhance the knowledge, skills and competencies that are necessary for developing quality assessment instruments.</p> <p>This MQ combines a range of assessment-related skills and knowledge in the areas of planning for quality assessment, instrument development and moderation. The MQ will enhance the capacity within countries to design, develop and quality-assure assessment instruments in order to provide credible assessment data that informs valid decisions.</p> <p>The standards of this micro-qualification focus on key skills and knowledge required for the development of a quality assessment instrument. Learners will be expected to:</p> <ul style="list-style-type: none"> <li>• create an Assessment Plan;</li> <li>• create assessment instruments; and</li> <li>• conduct Moderation of Assessment Instruments.</li> </ul>		
Outcome Statement	<p>Learners who complete this Micro-Qualification in Developing Assessment Instruments will be able to demonstrate the skills and knowledge relevant to a skilled assessment instrument developer.</p> <p>A holder of this micro-qualification will have acquired knowledge, skills and competencies in planning for quality assessment, instrument development and moderation. This includes acquiring knowledge and skills in explaining the key concepts, purposes, principles and methods of assessment in teaching and learning; creating an assessment blueprint; evaluating the assessment blueprint; developing assessment items in accordance with the blueprint; carrying out a probe analysis to show the alignment between each assessment item and corresponding learning outcomes and the syllabus; creating a scoring rubric that shows different levels of responses; formatting the assessment instrument in accordance with prescribed guidelines and communicating to relevant administrator(s); evaluating the alignment of the probe analysis to the assessment blueprint; evaluating item quality and instrument formatting in terms of alignment to item writing conventions, learning outcomes and formatting specifications; evaluating the scoring rubric; and recording and discussing moderation decisions.</p> <p>A holder of this micro-qualification will have the skills and competencies required to create quality assessment instruments that can provide valid and reliable data on student achievement for evidence-based decisions.</p> <p>Those who have achieved this micro-qualification may then be engaged in the development of national and/or regional assessment instruments.</p>		
Standard Setting Body: Industry Advisory Committee	<ul style="list-style-type: none"> <li>• Suliano Hereniko – Fiji National University, Fiji</li> <li>• Hem Dayal – The University of the South Pacific, Fiji</li> <li>• Amelia Folaumahina – Ministry of Education and Training, Tonga</li> <li>• Alumecei Tuisawau – Ministry of Education, Fiji</li> <li>• Funealii Lumaava Sooaemalelagi – Ministry of Education, Sports and Culture, Samoa</li> <li>• Doreen Tuala – EQAP, SPC</li> <li>• Geetanjali Lal – EQAP, SPC</li> <li>• Mere Vadei – EQAP, SPC</li> </ul>		
Qualification Developer	Pranil Prabhakar [Professional Officer: Standards and Qualification Development]		
Classification	Education > Assessment and Evaluation > Assessment	Classification Code	180202A



## Requirements for Award of the Micro-Qualification

This micro-qualification will be awarded to people who have gained all of the compulsory unit standards that are listed below.

### Credit Range

ID	Title	Level	Credit
EDA001	Create an Assessment Plan.	7	5
EDA002	Create assessment instruments.	7	6
EDA003	Conduct Moderation of Assessment Instruments.	7	4

### Certification

The certificate of attainment MUST display the logo of the Pacific Community (SPC) and the organisation that is approved to deliver the training and assessment of the MQ standards.

### Supplementary Skills

In addition to subject-specific knowledge, graduates of this micro-qualification will have attained the following interrelated skills and attributes.

Employability Skill	Skills Enhanced from this Micro-Qualification
Communication and Teamwork	<ul style="list-style-type: none"> <li>• Uses appropriate techniques to give clear and accurate information to clients.</li> <li>• Relays information and provides feedback to team members.</li> <li>• Interprets relevant regulations, legislation and definitions, codes, organisational policies, industry standards and specifications.</li> <li>• Demonstrates awareness of individual, social and cultural differences.</li> <li>• Uses effective interpersonal skills and communication techniques to provide advice to stakeholders.</li> <li>• Uses active listening skills and appropriate techniques to manage and resolve issues.</li> <li>• Consults with others to determine individual and team roles and responsibilities.</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>• Negotiates and satisfactorily resolves issues.</li> <li>• Uses appropriate strategies to identify, mitigate and eliminate risks.</li> </ul>
Initiative and Enterprise	<ul style="list-style-type: none"> <li>• Analyses own work practices and process outcomes in a critical manner.</li> <li>• Engages colleagues and shares knowledge on assessment matters.</li> <li>• Adapts to new situations.</li> </ul>
Planning and Organising	<ul style="list-style-type: none"> <li>• Prepares and administers documentation and implements organisational policies and procedures.</li> <li>• Collects, organises and collates information.</li> <li>• Plans assessments within time and cost restraints.</li> <li>• Develops and submits reports in a timely manner.</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Identifies personal role, responsibilities and abilities, and follows ethical practices, regulatory and organisational requirements, and institution standards.</li> <li>• Works without supervision.</li> <li>• Models sustainable practices.</li> <li>• Uses feedback to improve own performance.</li> <li>• Uses personal presentation, manner and language consistent with relevant code of practice.</li> <li>• Assesses competing demands for work time, and identifies and organises tasks to achieve individual, team and enterprise work priorities.</li> </ul>
Learning	<ul style="list-style-type: none"> <li>• Identifies and accesses professional development opportunities.</li> <li>• Maintains knowledge of current codes, standards, regulations, practices and updates.</li> <li>• Assesses personal strengths and weaknesses against job requirements and other relevant benchmarks to determine personal development priorities and action where necessary.</li> </ul>
Technology	<ul style="list-style-type: none"> <li>• Uses information technology to undertake research and complete required documents.</li> <li>• Applies general purpose computer software, such as word processing and database packages, to prepare reports.</li> <li>• Uses the internet to access information relevant to design of assessments.</li> </ul>

## Credit Transfer Arrangements

There are currently no credit exemption or transfer arrangements for the attainment of the outcomes of learning for this micro-qualification.

## Legislation

- Education Act
- OHS Act
- Public Service Act
- Act(s) of the qualification authority
- Policy on Curriculum and Assessment
- Policy on Inclusive Education
- Guiding statements of Sustainable Development Goal 4
- Pacific Regional Education Framework (PacREF)
- Professional Standards and Code of Ethics/Conduct

## Explanatory Notes

### **1. Minimum Entry Requirements**

It is expected that entrants into this micro-qualification will have at least:

- relevant work experience; and
- a Diploma.

### **2. Recognition of current competence**

Recognition of current competence acknowledges the skills and knowledge gained from work and experience, or from courses or study undertaken. Assessment of recognition of current competence may be conducted by an assessor appointed by the training provider.

Application for recognition of current competence may be initiated by contacting the training provider.

## Mode of Delivery

*Mode of delivery* is an important aspect of the teaching–learning process. An institution approved to deliver this micro-qualification may choose a delivery method at its discretion. However, the institution must ensure that learning activities are designed appropriately to achieve the intended learning outcomes of this micro-qualification. The mode of delivery chosen should be the best mode for supporting a learner’s development of knowledge, skills and understanding that they are expected to achieve.

## Transition Arrangements

### *Version 1*

This is the first version of a new micro-qualification. Learners who may have completed part of their programme from previous formal training will be given the option to apply for formal assessment and get their skills and knowledge certified.

Learners who choose to take up this qualification will be given the opportunity to gain credits for the qualification based on their achievement up to the date of enrolment. These credit arrangements will go through an approved assessor and will be carried out on a case by case basis.

All new learners will be enrolled in unit standards that lead to the award of this micro-qualification.

## Minimum Qualification Requirements of Facilitator/Trainer

A person appointed to facilitate this micro-qualification must have:

- a Bachelor's degree with specialisation in educational assessment; and
- at least five years of experience in developing national assessments.

A Master's degree related to assessment is an added advantage.

## Resources Required for Delivery

- Curriculum and assessment documents
- Internet access
- Past instruments
- Item analysis reports, policies and guidelines

## Registration of Qualification

The micro-qualification was first registered on the Pacific Qualifications Framework (PQF) on \_\_\_\_\_.

Any appeals or queries in relation to the award of this micro-qualification will first be directed to the training provider. If parties involved are not able to come to a consensus, subsequent communications must be directed to SPC at the address below:

EQAP, Pacific Community (SPC),  
Private Mail Bag, SUVA, Fiji Islands  
Phone: (679) 331 5600 | Fax: (679) 337 8598 / 337 8599  
Email: EQAP@spc.int

## Planned Review

The Industry Advisory Committee and/or the owner of the MQ may initiate the review of the micro-qualification.

Any person or organisation may also contribute to the review of this micro-qualification by sending feedback to the IAC at the above address.

Next Review	2022
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## Quality Management Systems

Providers intending to deliver this training qualification must seek approval from EQAP. For this, they need to complete the form *Approval to Deliver a Micro-Qualification*, and pay the required application fee.

In countries where there is a national agency, the agency may manage the process on approval to deliver the micro-qualification. For information on requirements and processes on approval by national agencies, providers must liaise with the agencies directly.

Prior to giving approval to providers to deliver the micro-qualification EQAP or the National Agency will carry out a pre-delivery audit to ascertain if the provider has the required resources, facilities and environment conducive to learning and teaching.

Providers that are approved to deliver the micro-qualification will need to have the micro-qualification delivery and learner assessment processes validated by a qualified independent validator. The cost of the validation process is to be borne by the deliverer.

The certificates of learners who successfully complete the micro-qualification will, in addition to having the logo and seal of the provider, contain a statement about its accreditation with EQAP.

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