



# Methodology for Assessment Tool Usage

for Industry Training Fund

Version 2.1 February 2017

**Tertiary  
Education  
Commission**  
Te Amorangi  
Mātauranga Matua



Published by the Tertiary Education Commission  
Te Amorangi Mātauranga Matua

Updated February 2017

ISBN 978-0-478-32059-6 (electronic)

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# Measuring Assessment Tool Usage Performance

## Purpose of this Document

1. This document defines the methodology for calculating usage by organisations funded via the Industry Training Fund of the Literacy and Numeracy for Adults Assessment Tool (Assessment Tool), as required as a condition of funding. This methodology is used to calculate usage performance until further notice or publication of a new methodology .

## Effective Date

2. This methodology takes effect from 1 Jan 2017. It will be used to calculate usage performance until further notice or publication of a new or revised methodology.

## Who does this methodology apply to?

3. Organisations funded via the Industry Training Fund.

## Background and intended use

4. The key purpose of developing literacy and numeracy skills during training at NZQF level 1 or 2 is to provide a context that will be relevant for and appeal to trainees.
5. The Assessment Tool helps organisations to understand the literacy and numeracy needs of their trainees, in order to arrange opportunities to meet those needs and to measure progress.<sup>1</sup> The data is used by the TEC to inform and monitor the effectiveness of its Literacy and Numeracy strategy and its investment in foundation-level learning.

## Who is required to be assessed?

6. Trainees enrolled in NZQF level 1 or 2 programmes (excluding LCPs and SCPs) who have been, or are, eligible for funding are required to be assessed in Reading and Numeracy using the Assessment Tool where an exemption does not exist.
7. If trainees have particularly low levels of literacy and numeracy skills, they can be assessed using the online Starting Points Assessment Tool

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<sup>1</sup> More information on the Assessment Tool is on the TEC website [here](#).

options for Listening and Reading, or the Step Two Threshold Assessment, or the hard-copy Starting Points assessment guide.<sup>2</sup>

8. Exemptions are granted for:
  - › Reading, where learners have been assessed at step 4 reading more than 90 days prior to the commencement date of the programme
  - › Numeracy, where learners have been assessed at step 5 numeracy more than 90 days prior to the commencement date of the programme or sequence.
9. In the case of complex apprenticeships, only the parent enrolment is eligible for funding; therefore, any sub-programme is not included in the tool usage figures even if that programme is at level 1 or 2.
10. Where a trainee withdraws and re-enrols in the same programme course number the enrolments will be considered to be one continuous enrolment.

## Performance indicators

11. The indicators used to measure outcomes for trainees are:
  - › **LN Percentage Assessed (Initial):** The percentage of trainees who were required to have an initial assessment and have had an initial assessment.
  - › **LN Percentage Assessed (Progress):** The percentage of trainees who were required to have a progress assessment and have had a progress assessment.

## Initial assessment usage indicator

12. An initial assessment is required no earlier than 90 days prior to the participation start date ('start date') and prior to, or on, the participation end date ('end date').
13. The initial assessment is:
  - › The earliest assessment undertaken by the current organisation - between 90 days prior to the start date and prior to, or on, the end date will be selected.
  - › If there is no assessment by the current organisation then an assessment undertaken by a different organisation or provider between 90 days prior to the start date and prior to, or on, the end date will be selected.
  - › If there is still no assessment identified then there will be no initial assessment selected for the trainee.

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<sup>2</sup> More information is available on the TEC website about the [Starting Points options](#) or the hard-copy Starting Points [assessment guide](#).

14. To calculate the initial assessment usage indicator, the TEC will divide the number of trainees who were identified as having an initial assessment by the number of trainees required to have an initial assessment.

### Progress Assessment Usage Indicator

15. Progress assessments are required for enrolments with a status of 'completed', where an initial assessment was expected, and found – unless the initial assessment results in an exemption (Step 4 in Reading and Step 5 in Numeracy).
16. A progress assessment will be the highest assessment that is assessed:
- › After the start date, and
  - › After the Initial Assessment, and
  - › No later than 90 days after the end date, and
  - › In the same assessment area and strand as the initial assessment.
17. To calculate the Progress Assessment Usage Indicator, the TEC will divide number of trainees who were identified as having a progress assessment by the number of trainees required to have a progress assessment.

**Table 1: Version control on this document**

| Version | Date          | Comments  |
|---------|---------------|---|
| 1.0     | March 2015    | First Edition   |
| 1.1     | July 2015     | Para 2 : Target audience specified as 'ITO Providers'<br>Para 15 pt. 1 – Addition of word 'excluding'   |
| 1.2     | January 2016  | Updated with simplified rules.<br>Appendices, and references to appendices, removed   |
| 2.0     | March 2016    | Removed ESOL courses from usage calculation exemptions.<br>Replace 'ITO' with 'organisations funded via the Industry Training Fund'<br>Small clarifications in paras 11 and 16. |
| 2.1     | February 2017 | Minor updates to simplify rules<br>Clarified the exemption for a previous assessments   |

