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Australian/New Zealand Standard™

Assessment of outcomes of learning services — Guidance



AS/NZS ISO 29992:2022

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Preface

This Standard was prepared by the Joint Standards Australia/Standards New Zealand Committee IT-019, Information and Documentation, Information Technology — Learning, Education, Training and Research.

The objective of this document is to provide guidance on the planning, development, implementation and review of assessments of the outcomes (knowledge, competence, performance) of learning services. It is intended for use by organizations providing learning services and organizations selecting, using, or developing assessments.

This document is applicable to the development and use of assessments for the measurement of individual learners' outcomes and the use of assessments for determinations of learner progress.

The document does not apply to the direct evaluation of programs of instruction or the evaluation of learning service providers. It also excludes the technology requirements for the delivery of assessments.

This document is identical with, and has been reproduced from, ISO 29992:2018, *Assessment of outcomes of learning services — Guidance*.

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Foreword

ISO (the International Organization for Standardization) is a worldwide federation of national standards bodies (ISO member bodies). The work of preparing International Standards is normally carried out through ISO technical committees. Each member body interested in a subject for which a technical committee has been established has the right to be represented on that committee. International organizations, governmental and non-governmental, in liaison with ISO, also take part in the work. ISO collaborates closely with the International Electrotechnical Commission (IEC) on all matters of electrotechnical standardization.

The procedures used to develop this document and those intended for its further maintenance are described in the ISO/IEC Directives, Part 1. In particular, the different approval criteria needed for the different types of ISO documents should be noted. This document was drafted in accordance with the editorial rules of the ISO/IEC Directives, Part 2 (see www.iso.org/directives).

Attention is drawn to the possibility that some of the elements of this document may be the subject of patent rights. ISO shall not be held responsible for identifying any or all such patent rights. Details of any patent rights identified during the development of the document will be in the Introduction and/or on the ISO list of patent declarations received (see www.iso.org/patents).

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This document was prepared by Technical Committee ISO/TC 232, *Learning services outside formal education*.

Any feedback or questions on this document should be directed to the user's national standards body. A complete listing of these bodies can be found at www.iso.org/members.html.

Introduction

Assessment is used for two fundamental purposes in learning services: (i) making a decision about the level of competence achieved by learners and (ii) identifying areas of improvement for learners. The intent of this document is to provide a framework for the development, implementation and use of results from assessments of learning outcomes in different contexts for different purposes and to address the needs of different stakeholders.

This document identifies the stages of assessment development, implementation and usage of results, and recommends criteria for each stage. It provides guidance on the selection, development, validation, planning, administration and use of assessments in a range of learning outcomes.