

NZQA Assessment Support Material

Guidelines for Assessors and Candidates

Unit standard		11551			
Title	Quality assure assessment				
Level	5	Credits	10	Version	6

Introduction

People credited with this unit standard are able to quality assure assessment materials and assessor decisions.

The following guidelines support assessors to carry out valid and consistent assessment, and provide guidance to support candidates.

Assessors and candidates need to be very familiar with the outcomes being assessed by the unit standard. The outcomes, evidence requirements and explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing candidates against the standard.

AWARD OF CREDIT



This unit standard can be awarded with an Achieved grade only.

CONDITIONS OF ASSESSMENT



This assessment will take place over a timeframe set by the assessor.

Context/setting

Naturally occurring evidence from the trainee quality assurer's work is the best form of evidence.

Minimum evidence requirements

To meet the requirements of the standard, the trainee quality assurer must carry out quality assurance of two different sets of assessment materials for the same or different standards; and four assessor decisions.

Definitions

Some of the terms used in the standard that the candidate needs to be familiar with include:

Assessment materials refers to documents like assessment tasks and/or activities, assessment schedules, assessor briefs, evidence guides, common assessment tasks (CATs), checklists, and marking guides.

Good practice in assessment occurs when an assessor focuses on outcomes, gives due consideration to all evidence requirements within the performance standard(s) and judges, overall, that the candidate has provided sufficient evidence that the outcomes have been met.

Quality assurance is a process of monitoring assessment to ensure that it is:

- valid and assesses the right things the right way with the right level of complexity,
- consistent to show that assessors will each use the same judgement,
- fair so learners are assessed equally, without favouritism or discrimination and
- sufficient so there is enough evidence to verify the result and
- supports equitable outcomes so no learners are disadvantaged.

Depending on the context, quality assurance may also be called moderation, verification, validation, audit, or other similar terms.

Standards are statements of performance with measurable outcomes against which assessment occurs. Standards may include but are not limited to – Directory of Assessment Standards (DAS) unit standards, organisational standards, and other learning outcomes.

Legal and ethical behaviours

Candidates must act professionally, ethically, and with cultural sensitivity during assessment against this standard. This will include compliance with relevant legislation and organisational requirements. Legislation may include the:

- Health and Safety at Work Act 2015,
- Privacy Act 1993,
- Human Rights Act 1993,
- Copyright Act 1994,
- Vulnerable Children Act 2014,
- and any subsequent amendments.

Possible assessment tools

There are a range of possible assessment tools that could be used for assessing candidates against 11551. These may include:

- Assessor meetings
- Attestation/verification
- Electronic data capture
- Examination of documentation
- Observation
- Outline of quality assurance processes relating to administrative requirements of the moderation system
- Peer moderation
- Portfolio of evidence
- Professional conversation
- Questioning/discussion.

Evidence and Judgement Guidance

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Outcome Statement	Evidence for Achievement	Judgements for Achievement
<p>Outcome 1 Explain the purposes and principles of quality assurance of assessment.</p> <p>Evidence requirements 1.1 The purposes and principles of quality assurance of assessment are explained in terms of assessment design and assessor judgements.</p>	<p><i>Possible source of evidence:</i></p> <ul style="list-style-type: none"> • Written or documented verbal answers 	<p><i>Evidence confirms</i></p> <ul style="list-style-type: none"> • The purpose and principles of quality assurance and how they relate to assessment design and assessor judgements, including: validity, fairness, sufficiency and consistency of application to level requirements. • Appropriate language use for the particular target audience and level of the standard. • How the requirements of the standards or outcomes being assessed are all addressed.

Outcome Statement	Evidence for Achievement	Judgements for Achievement
<p>Outcome 2 Quality assure assessment materials.</p> <p>Evidence requirements</p> <p>2.1 Assessment materials are quality assured against required outcomes.</p> <p>2.2 Feedback on the quality assured assessment materials is given that informs and supports good assessment practice.</p>	<p><i>Possible source of evidence:</i></p> <ul style="list-style-type: none"> • Assessment materials including candidate assessment documents • Assessor guides • Quality assurance reports • Standards • Feedback • Attestation 	<p><i>Evidence confirms:</i> two different sets of assessment materials, for the same or different standards which have been quality assured, which demonstrate the following.</p> <ul style="list-style-type: none"> • Quality assurance has determined whether the assessment materials: <ul style="list-style-type: none"> ○ will ensure validity, fairness, sufficiency and consistency of application to level requirements, ○ are expressed in language appropriate to the target audience and level of the standard. • Feedback was timely, clear, unambiguous, constructive, and confined to relevant aspects of the materials and reflects good practice in assessment.
<p>Outcome 3 Quality assure assessor decisions.</p> <p>Evidence requirements</p> <p>3.1 Assessor decisions are quality assured against materials and required outcomes in accordance with good assessment practice.</p> <p>3.2 Feedback on the assessor decisions is given that informs and supports good assessment practice.</p> <p>Range: includes but is not limited to feedback which is – timely, clear, unambiguous, constructive, confined to relevant aspects of the decisions.</p>	<p><i>Possible source of evidence:</i></p> <ul style="list-style-type: none"> • Assessment materials • Quality assurance reports • Standards • Feedback • Attestation 	<p><i>Evidence confirms:</i> Four assessor decisions which have been quality assured, and which demonstrate the following:</p> <ul style="list-style-type: none"> • Quality assurance has determined whether the assessment decisions are supported by the evidence and related to the outcomes. • Feedback was timely, clear, direct, constructive, confined to quality assurance practice and reflects best practice in assessment.

Outcome Statement	Evidence for Achievement	Judgements for Achievement
<p>Outcome 4</p> <p>Follow quality assurance administration requirements.</p> <p>Evidence requirements</p> <p>4.1 Recording, reporting, and any other quality assurance processes are completed in accordance with the administration requirements of the relevant quality assurance system.</p> <p>4.2 Recommendations for any improvements are documented and implemented as agreed with stakeholders.</p>	<p><i>Possible source of evidence:</i></p> <ul style="list-style-type: none"> • Quality assurance documentation • Attestation • Verification or proof of implementation by stakeholders 	<p><i>Evidence confirms:</i> recording and reporting for two different sets of assessment materials for the same or different standards; and four assessor decisions. These will demonstrate the following:</p> <ul style="list-style-type: none"> • Recording and reporting of the quality assurance results is in accordance with administration requirements of the relevant quality assurance system. • Any other quality assurance processes relative to administrative requirements have been met. • Recommendations for any improvements are documented and implemented as agreed by stakeholders.
<p>Legal and ethical behaviours (required)</p> <p>To be awarded this standard, candidates must act professionally, ethically, and with cultural sensitivity during assessment against this standard. This will include compliance with relevant legislation and organisational requirements (see page 2). A senior person in the organisation must attest that a candidate's performance meets these requirements.</p>		