

## NZQA Assessment Support Material

<b>Unit standard</b>	<b>30421</b>				
<b>Title</b>	Carry out assessments against standards to make judgements of learner performance				
<b>Level</b>	4	<b>Credits</b>	15	<b>Version</b>	1

## GUIDELINES FOR ASSESSORS

### ASSESSOR INFORMATION

People credited with this unit standard are able to explain assessment processes; prepare for and carry out assessment; act ethically, professionally, in a culturally safe and inclusive manner, as an assessor, and review assessment practice and process.

This document is intended as a guide to support assessors. It is expected that assessors will use these materials, together with the unit standard document, as a tool to develop their own assessments in a way that is relevant to the context in which their assessment occurs.

Assessors and candidates need to be very familiar with the outcome 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.

### ASSESSMENT REQUIREMENTS



- This assessment will take place over a timeframe set by the assessor.
- The candidate will conduct, under observation, EITHER a minimum of three assessments using three different standards of at least 10 credits total or equivalent, OR if an industry or sector usually assesses single, larger standards, an assessment of a single standard of at least 10 credits.
- The candidate must use at least three different assessment methods, which may include direct observation, verification, oral or written, and will provide a post-assessment quality assurance report, either formal or informal for at least one of the assessments.

- Evidence for this unit standard must involve real situations as relevant to a candidate's own teaching context. They must not involve artificial situations created for assessment purposes. Simulations should not be used unless this is common practice for the standards chosen.

## General Information

- This unit standard has been developed to contribute to the New Zealand Certificate in Assessment Practice (Level 4) [Ref: 2752].
- Candidates completing this unit standard will be directly involved in training or assessing adults and will have a role in which they have direct access to learners. Types of organisation and roles may include but are not limited to polytechnics and institutes of technology, private training establishments, community organisations, corporate and workplace training, and district health boards (DHBs). Candidates are responsible for organising access to assessment opportunities.
- Prior to this assessment all candidates must have had sufficient training opportunities to become familiar with assessment principles and how they are applied in the context of the assessment.
- The assessor will hold an appropriate adult education and training and/or assessment qualification (see CMR 045).
- All assessments submitted by the trainee assessor must be verified by an **observer**, which must meet one of the following criteria:
  - hold standard 30423, *Participate in assessment processes as a verifier*, or the New Zealand Certificate in Assessment Practice (Level 4); or be able to demonstrate equivalent skills and knowledge in assessment
  - be a subject matter expert in assessment
  - be a context-specific subject matter expert with experience in assessment
  - be a supervisor or manager with experience in assessment.

## Definitions

*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.

*Assessment methods* refers to ways to assess, such as observation of natural events, simulations, skills tests, examination of products, processes for attestation, and written and/or oral assessments

*Authorisations and limitations* may include an assessor's scope.

*Candidate* is the person who is being assessed against this standard.

*Contextual requirements* refer to policies, procedures and reporting requirements of the candidate's context. These could include those of a provider and/or client organisation.

*Learner* is the person who is assessed by the candidate

*Good assessment practice* will occur when the assessor focuses on outcomes, gives due consideration to all performance criteria within the performance standard(s) and consistently judges, overall, that the candidate has provided sufficient valid evidence that the outcomes have been met.

*Stakeholders* includes candidate, assessor and observer. Other stakeholders may include, but are not limited to – employer, supervisor, trainer and standard setting body.

*Standards* are statements of performance with measurable outcomes. Standards may include but are not limited to – NZQF unit standards, other national standards, organisational standards, learning outcomes.

## **Ethical and Legal Behaviours**

During the assessment, assessors must also ensure the following:

- All professional discussions undertaken for assessment purposes remain confidential
- Health and Safety is observed at all times in assessment tasks.

## **Possible assessment tools**

There are a range of possible assessment tools that could be used for assessing candidates against unit standard 30421. These may include recording/documentation of:

- Documented professional discussion
- Reflective log/comments
- Written descriptions and explanations
- Action plans
- Attestation/verification
- Direct observation with assessor checklist.

## Evidence and Judgement Guidance

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### Assessment Requirements:

To meet the requirements of the standard, the candidate must conduct under observation:

- EITHER three assessments of three different standards with a total minimum 10 credits, using at least three different assessment methods OR
- One assessment of a single standard with a minimum of 10 credits, using at least three different assessment methods

Evidence also confirms that:

- Assessment is real and simulation is not planned unless common practice for the standard chosen.
- Consultation took place with all relevant stakeholders and their views were considered.
- All activities conform to the procedures and requirements of any relevant standard setting body or quality assurance body, as well as contextual requirements.
- Pre-assessment moderation requirements have been met.
- Selected assessment materials are matched to current version of standard and any special requirements.

### Outcome 1: Explain assessment process

Outcome statement	Evidence for achievement	Judgement for achievement
<i>Performance Criteria</i>		<i>Evidence confirms</i>
1.1 The assessment process is explained in relation to good assessment practice.	1.1-1.5 Written description or documented discussions.	1.1 Explanation or documentation of assessment process including: <ul style="list-style-type: none"> <li>• Pre-assessment moderation</li> <li>• Preparation of candidate</li> </ul>

		<ul style="list-style-type: none"> <li>• Conducting assessment</li> <li>• Giving Feedback</li> <li>• Post-assessment follow-up.</li> </ul>
<p>1.2 Roles and responsibilities in the assessment process are described.</p> <p><i>Range:</i> roles include – learners, assessors, verifiers, moderators, standard setters.</p>		<p>1.2 Explanation of the roles and responsibilities of learners, assessors, verifiers, moderators and standard setters.</p>
<p>1.3 Ethics of participants in the assessment process are described. <i>Range:</i> participants include – learners, assessors, verifiers.</p>		<p>1.3 Explanation of ethics and privacy/confidentiality in relation to learners, assessors and verifiers.</p>
<p>1.4 Qualities of evidence are described in relation to assessment and standards.</p> <p><i>Range:</i> qualities of evidence include – validity, consistency, reliability, authenticity, sufficiency, currency, equity (open, honest and fair).</p>		<p>1.4 Explanation of qualities of evidence in relation to assessment and standards provided including, validity, consistency, reliability, authenticity, sufficiency, currency, equity (open, honest and fair).</p>
<p>1.5 Suitability of different types of evidence for different assessment contexts is explained.</p> <p><i>Range:</i> types of evidence may include but is not limited to – observation, checking, working in progress, finished product, naturally occurring evidence, video, audio, simulation, responses to questions, assessment by conversation, workplace documentation. (<i>Evidence of at least 5 types is required</i>).</p>		<p>1.5 Analysis of at least five different types of evidence chosen from the range statement, to include suitability for different assessment contexts.</p>

## Outcome 2: Prepare for assessment

Outcome statement	Evidence for achievement	Judgement for achievement
<i>Performance criteria</i>		<i>Evidence confirms</i>
2.1 Own authorisations and limitations as an assessor are identified.	2.1 Written description or documented discussion on candidate's authority to assess and/or documented scope of assessment.	2.1 Candidate demonstrates knowledge of, and works within their scope.
2.2 The learner is communicated with to provide guidance and support about the requirements of the assessment process in a manner that respects learners' needs, cultural differences and diversity.	2.2-2.6 Evidence includes: <ul style="list-style-type: none"> <li>• Assessment plan and verbal or written consultation evidence.</li> <li>• Assessment materials and documentation for standards being assessed which will include the standards and may include:               <ul style="list-style-type: none"> <li>○ Observer notes/checklists.</li> <li>○ Feedback from learners</li> <li>○ Feedback from observers</li> <li>○ Consent and Moderation Requirements (CMR's)</li> <li>○ SSB and/or organisation moderation policies and procedures</li> <li>○ Modifications documented</li> <li>○ Documented verifier requirements (if a verifier is used)</li> <li>○ Written answers/documentated discussions.</li> </ul> </li> </ul>	2.2-2.3 Provision/demonstration of the following: <ul style="list-style-type: none"> <li>• Assessment plan which includes evidence of set-up of assessment environment and arrangements with learner and verifier (if used).</li> <li>• Feedback from observer and learners which show:               <ul style="list-style-type: none"> <li>○ Assessment conditions set up appropriately including cultural considerations.</li> <li>○ Environment and/or context are safe and are matched to candidate and assessment requirements – e.g. any equipment available and working, cultural needs and any special needs are met).</li> <li>○ Arrangements were agreed with all relevant stakeholders.</li> <li>○ Arrangements are verified by a qualified observer as outlined in General information above.</li> </ul> </li> </ul>
2.3 Environment is checked to ensure it is safe and meets assessment conditions.		
2.4 Existing assessment materials are sourced and reviewed for suitability and clarity. Any suggested modifications are documented and provided to relevant stakeholders.  <i>Range:</i> suitability includes – currency, validity, sufficiency.		

2.5	Any verification requirements are identified, and verifiers briefed on their role within the assessment process.	2.5	Verifier information is provided.
2.6	Pre-assessment quality assurance requirements are identified and completed in accordance with contextual requirements.	2.6	Assessment materials are current, confirmed and pre assessment quality assured.

### Outcome 3: Carry out assessment

Outcome statement	Evidence for achievement	Judgement for achievement
<i>Performance criteria</i>		<i>Evidence confirms</i>
3.1 Assessment is carried out using selected assessment materials and agreed assessment arrangements.	3.1-3.4 Documentation which includes the following <ul style="list-style-type: none"> <li>• Assessment materials completed by the learner(s)</li> <li>• Feedback to the learner(s).</li> <li>• Description of post-assessment moderation</li> <li>• Observer verification</li> <li>• Learner verification</li> <li>• Post-assessment moderation report(s) (formal or informal).</li> </ul>	3.1-3.2 Provision/demonstration of the following: <ul style="list-style-type: none"> <li>• Three learner and three observer forms supporting the candidate's process and decisions.</li> <li>• Assessment results recorded in accordance with organisational requirements.</li> <li>• Post-moderation requirements described and met in accordance with organisation/SSB procedures.</li> </ul>
3.2 Assessment judgements are based on evidence that is valid, authentic, current and sufficient, and consistent with judgements made on similar evidence.		
3.3 Feedback, which respects the recipient, is timely, direct and is confined to performance in relation to the standard, and any requirements for further evidence is communicated and documented.  <i>Range</i> respecting the recipient must include – considering aspects of diversity and cultural differences.		3.3-3.4 Provision/demonstration of the following: <ul style="list-style-type: none"> <li>• Learner confirmation that comprehensive objective feedback, confined to the assessments undertaken, was received.</li> <li>• Learner confirmation that cultural needs were met and that the candidate acted in a culturally safe and inclusive manner.</li> <li>• Observer confirmation that: candidate has met the learner's needs and the assessor acted in a culturally safe and inclusive manner; and that confidentiality was maintained before/during and following the assessment.</li> <li>• Administration and reporting requirements were completed in a timely manner.</li> </ul>
3.4 Any assessment administrative and reporting requirements are completed in a timely manner.		

#### Outcome 4: Act ethically, professionally, in a culturally safe and inclusive manner, as an assessor

Outcome statement	Evidence for achievement	Judgement for achievement
<i>Performance criteria</i>		
4.1 Privacy and confidentiality of the learner and any other stakeholders are maintained.	4.1-4.4 Documented detail of how culturally diversity was met, which includes: <ul style="list-style-type: none"> <li>• Written descriptions and documented discussions.</li> <li>• Completed verification forms from both observer and learner(s)</li> <li>• Completed assessment documentation.</li> </ul>	<i>Evidence confirms</i> 4.1-4.4 Provision of the following: <ul style="list-style-type: none"> <li>• Completed assessment documentation: checklist assessments are dated and signed and contain detailed notes to support assessment decision.</li> <li>• Explanations and completed verification forms from the learner, candidate, and observer confirming the following were met:                             <ul style="list-style-type: none"> <li>○ Privacy and confidentiality</li> <li>○ Potential or actual conflicts of interest</li> <li>○ Impacts of relevant legislation and regulatory requirements.</li> <li>○ Culturally safe and inclusive environment created in accordance with learners needs.</li> </ul> </li> </ul>
4.2 Potential or actual conflicts or interest, including acceptance of inducements, are addressed in accordance with contextual requirements.		
4.3 Assessment is carried out in accordance with legislative and regulatory requirements.		
4.4 Assessment is carried out in a culturally safe and inclusive manner, in accordance with the learner's needs.		

#### Outcome 5: Review assessment practice and process

Outcome statement	Evidence for achievement	Judgement for achievement
<i>Performance criteria</i>		
5.1 Feedback on the assessment process is obtained from relevant stakeholders.	5.1-5.3 Documented detail of review of assessment practice and process, which includes: <ul style="list-style-type: none"> <li>• Written descriptions and/or documented discussions.</li> <li>• Completed assessment documentation</li> <li>• Self-review</li> <li>• Revised assessment materials</li> <li>• Observer and learner feedback.</li> </ul>	<i>Evidence confirms</i> 5.1-5.3 Provision/demonstration of the following: <ul style="list-style-type: none"> <li>• Candidate's self-review and analysis of feedback from the learners and observer identifies possible areas for improvement in practice, if required, or confirms good assessor practice.</li> <li>• Suggested improvements to assessment materials or processes are documented with a recommendation to candidate's supervisor to submit to the relevant SSB or organisation.</li> </ul>
5.2 Own assessment practice is reviewed and possible area for future improvement identified and documented.		
5.3 Any suggested amendments to assessment materials or processes are documented and submitted to relevant standard setting body (SSB), provider, or organisation.		