

NZQA Assessment Support Material

Unit standard	30423				
Title	Participate in the assessment process as a verifier				
Level	4	Credits	10	Version	1

GUIDELINES FOR ASSESSORS

ASSESSOR INFORMATION

People credited with this unit standard are able to: explain assessment and verification processes, prepare for and conduct verification, complete verification administration, and review assessment verification practice.

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 outcomes being assessed by the unit standard. The outcomes, performance criteria 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 perform, under observation, verifications covering the requirements of at least two standards. In the context of this standard, the verifier cannot also be the assessor of the standard being verified.
- Verification requirements must include authenticity attestation and verification of learner performance, which may include on job observation, documented evidence.
- Evidence for this unit standard must involve real situations as relevant to a candidate's own assessment context. They must not involve artificial situations created for assessment purposes. Simulations should not be used for verification unless their use is common practice for the type of standard being assessed.

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 involved in training and/or assessing adults. Types of organisations 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 training opportunities.
- Prior to this assessment all candidates must have had sufficient training opportunities to become familiar with assessment principles and how they are applied.
- The assessor will hold an appropriate adult education and training qualification (refer to CMR 045).
- All assessments submitted by the candidate must be verified by an **observer**, who must meet one of the following criteria:
 - hold standard 30421, *Carry out assessments against standards to make judgements of learner performance*, 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 terminology includes roles, qualities (validity, authenticity, sufficiency, currency, consistency, repeatability, fairness, transparency) professional judgement.

Assessment materials may include but are not limited to – assessment tasks and/or activities, assessment schedules, assessor briefs, evidence guides, common assessment tasks.

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.

Assessor is the person who makes the final assessment decision.

Candidate is the person who is being assessed against this standard and cannot also be the assessor of the standard(s) being verified.

Learner is the person whose evidence of performance is being verified by the candidate.

A *verifier* is someone who supports the assessment process by:

- Verifying that the evidence provided by the learner is valid and authentic
- Confirming that the learner's practice is in accordance with contextual requirements, and
- May include observing the learner completing practical tasks and commenting on their performance.

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.

Stakeholders must include assessor and learner, and may include observer. Other stakeholders may include, but are not limited to – employer, supervisor, tutor/trainer and standard setting body.

Standard(s) 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, other national and international standards, organisational standards.

Ethical and Legal Behaviours

Candidates must act professionally, ethically, and with cultural sensitivity during assessment against this standard. All activities must conform to the procedures and requirements of any relevant standard setting body or quality assurance body, as well as contextual requirements

Possible assessment tools

There are a range of possible assessment tools that could be used for assessing candidates against unit standard 30423. These may include recording/documentation of:

- Attestation/verification
- Direct observation with verifier checklist
- Written descriptions
- Documentation (e.g. logbook, diary notes, electronic data capture)
- Observation/attestation
- Practical assessment
- Reflective log/comments.

Evidence and Judgement Guidance

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Assessment Requirements:

To meet the requirements of the standard, the candidate must perform, under observation, verifications covering the requirements of at least two standards. In the context of this standard, the verifier cannot also be the assessor of the standard being verified.

Outcome 1: Explain assessment and verification processes

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.	1.1-1.6 Written descriptions or documented discussions.	1.1 Descriptions explaining the assessment process including preparation, conducting assessment and follow-up documentation.
1.2 The role of verification is described in terms of the assessment process.		1.2 Descriptions explaining the verification process and how a verifier may fit into the assessment process.
1.3 Roles and responsibilities in the assessment and verification process are described.		1.3 Descriptions explaining the roles of learners, assessors, verifiers, moderators, and standard setters, and the differences between a verifier and an assessor
<i>Range</i>		

<p>roles include – learners, assessors, verifiers, moderators, standard setters.</p>		
<p>1.4 Ethics of participants in the assessment and verification process are described.</p> <p><i>Range</i> participants include – learners, assessors, verifiers.</p>		<p>1.4 Candidate demonstrates ethical behaviours and can explain ethical, open honest and fair processes in relation to verification and assessment. The explanation must include each participant in the range.</p>
<p>1.5 Qualities of evidence are described in relation to assessment and standards.</p> <p><i>Range</i> qualities of evidence includes – validity, consistency, reliability, authenticity, sufficiency, currency, equitable (open, honest and fair).</p>		<p>1.5 Descriptions of qualities of evidence explaining validity, reliability, sufficiency, consistency authenticity, currency and equitable.</p>
<p>1.6 Suitability of different types of evidence for different assessment contexts is explained.</p> <p><i>Range</i> types of evidence may include but are not limited to – observation, checking work in progress, finished product, naturally occurring evidence, video, audio, simulation, written questions, oral questions, assessment by conversation, workplace documentation. Evidence of at least five different types is required.</p>		<p>1.6 Explain the suitability for different assessment contexts of at least five different types of evidence from the range statement.</p>

Outcome 2: Prepare for verification

Outcome statement	Evidence for achievement	Judgement for achievement
<p><i>Performance criteria</i></p> <p>2.1 Assessment verification documentation is obtained in consultation with assessor.</p> <p>2.2 Verification requirements are agreed with the learner and assessor in terms of type and quality of evidence to be verified.</p> <p>2.3 All other relevant stakeholders are informed of the verification arrangements.</p> <p><i>Range</i> verification arrangements may include but are not limited to – sequence of events: location, time; type and quantity of evidence.</p> <p>2.4 The environment and/or context in which the verification is to occur is prepared.</p> <p><i>Range</i> may include but is not limited to – learner needs, (including cultural), health and safety considerations, assessment conditions.</p> <p>2.5 The preparation supports learner(s) to collect evidence for assessment.</p> <p><i>Range</i></p>	<p>2.1-2.5 Evidence includes:</p> <ul style="list-style-type: none"> • Written descriptions or documented discussions. • Assessment materials. • Feedback from learners, observer and other relevant stakeholders. • Report to internal manager 	<p><i>Evidence confirms:</i></p> <p>2.1-2.3 Provision/demonstration of the following:</p> <ul style="list-style-type: none"> • Consultation with an assessor • Agreement to the type and quality of evidence to be verified. • Relevant stakeholders have been informed of location, time, type and quantity and quality of evidence. • Preparation of the environment and context in which verification is to occur. • Consideration of the cultural and safety needs of learners. • Learner has been supported to collect appropriate evidence. <p>2.4-2.5 Provision/demonstration of the following:</p> <ul style="list-style-type: none"> • The environment and/or context is prepared with consideration of the stipulated ranges in the performance criteria. • The learner is supported to collect appropriate evidence for assessment

evidence types may include but not limited to – portfolio, naturally occurring evidence, observation, questions and answers, projects, attestations.

Outcome 3: Conduct verification

Outcome statement	Evidence for achievement	Judgement for achievement
<i>Performance criteria</i>		<i>Evidence confirms:</i>
3.1 Learner performance and the authenticity of learner evidence are verified using selected assessment materials, and in accordance with the standard and contextual requirements.	3.1-3.4 Evidence includes: <ul style="list-style-type: none"> • Written descriptions or documented discussion. • Assessment materials and supporting evidence. • Feedback from learners, observer and other relevant stakeholders. 	3.1-3.4 Provision/demonstration of the following: <ul style="list-style-type: none"> • Verification process is documented • Modifications made to the verification process (if any) are documented and/or consulted upon prior to the changes. • Learner feedback confirms that the verification undertaken and the feedback they were given was respectful, timely, direct, and confined to performance in relation to the standard. • Learner feedback confirms they were informed about any further evidence required. • Any further evidence requirements are documented. • Verification decisions are consistent with other decisions made on similar evidence. • Brief notes support checklist assessments and are dated and signed as proof of assessment.
3.2 Any modifications to the verification process are agreed with stakeholders.		
3.3 Assessment verification recommendations are based on evidence that is valid, authentic, current and sufficient, and are consistent with verifications made on similar evidence.		
3.4 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.		

Outcome 4: Complete verification administration

Outcome statement	Evidence for achievement	Judgement for achievement
<p><i>Performance criteria</i></p> <p>4.1 Assessment verification results are recorded in accordance with all relevant stakeholder requirements.</p>	<p>4.1-4.2 Evidence includes:</p> <ul style="list-style-type: none"> • Written descriptions or documented discussion. • Assessment materials and supporting evidence. • Feedback from learners, observer and assessor. • Evidence showing that administration processes have been completed. 	<p><i>Evidence confirms:</i></p> <p>4.1 Provision/demonstration of the following:</p> <ul style="list-style-type: none"> • Recorded results in accordance with verifier's context and stake holder requirements • Provided evidence confirms how sufficiency and authenticity was achieved.
<p>4.2 Verification recommendations are provided to assessor.</p> <p><i>Range</i> must confirm sufficiency and authenticity of learner evidence.</p>		<p>4.2 Verifier decisions and recommendations to the assessor are supported by the evidence provided by the learner</p>

Outcome 5: Review assessment verification practice

Outcome statement	Evidence for achievement	Judgement for achievement
<p><i>Performance criteria</i></p> <p>5.1 Review of assessment verification practice includes identification of possible areas for improvement.</p>	<p>5.1-5.2 Evidence includes:</p> <ul style="list-style-type: none"> • Feedback from learner, observer, assessor and other relevant stakeholders. • Self-review of candidate performance • Documented areas for improvement • Details of any recommendations 	<p><i>Evidence confirms:</i></p> <p>5.1-5.2 Provision/demonstration of the following:</p> <ul style="list-style-type: none"> • Feedback from learner and other stakeholders supports verification meeting organisational requirements. • Documented self-review of verification practice and recommendations for improvement. • Recommendations to assessor describe any issues regarding validity and sufficiency of assessment tasks and materials.
<p><i>Range</i> feedback from stakeholders and self-review.</p> <p>5.2 Recommendations are provided to assessor regarding validity and sufficiency of assessment tasks and materials.</p>		