

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

<b>Purpose</b>	<p>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.</p> <p>This unit standard has been developed to contribute to the New Zealand Certificate in Assessment Practice (Level 4) [Ref: 2752].</p>
----------------	--

<b>Classification</b>	Generic Education and Training > Assessment of Learning
-----------------------	---

<b>Available grade</b>	Achieved
------------------------	----------

## Guidance Information

### 1 Definitions

*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.

*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.

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

*Stakeholders* refer to the tutor/trainer, verifiers, learners, provider, and/or client organisation(s).

*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.

### 2 Range

Evidence of the assessment of a minimum of three different standards of at least 10 credits total or equivalent is required. Where assessors in an industry or sector usually assess single, larger standards, assessment of a single standard of at least 10 credits could be considered sufficient. In either case, a minimum of three different assessment methods, which may include direct observation, verification, oral, or

written, must be used. A post-assessment quality assurance report, either formal or informal, must have been provided for at least one of the assessments.

- 3 It is essential that the assessments providing evidence for this standard are conducted in real situations, which have not been artificially created for assessment purposes. Simulations should not be used for the assessment of standards unless their use is common practice for the type of standards being assessed, e.g. Emergency Response.
- 4 All evidence submitted by the candidate must be verified by an observer. The observer must:
  - hold this unit standard, or the New Zealand Certificate in Assessment Practice (Level 4) [Ref: 2752], or be able to demonstrate equivalent skills and knowledge in assessment;
  - or be a subject matter expert in assessment;
  - or be a context-specific subject matter expert with experience in assessment;
  - or be a supervisor or manager with experience in assessment.
- 5 All activities must conform to the procedures and requirements of any relevant standard setting body or quality assurance body, as well as contextual requirements.
- 6 Recommended prior skills and knowledge for this standard are covered in Unit 30423, *Participate in assessment processes as a verifier*.

## Outcomes and performance criteria

### Outcome 1

Explain assessment processes.

#### Performance criteria

- 1.1 The assessment process is explained in relation to good assessment practice.
- 1.2 Roles and responsibilities in the assessment process are described.
 

Range roles include – learners, assessors, verifiers, moderators, standard setters.
- 1.3 Ethics of participants in the assessment process are described.
 

Range participants include – learners, assessors, verifiers.
- 1.4 Qualities of evidence are described in relation to assessment and standards.
 

Range qualities of evidence include – validity, consistency, reliability, authenticity, sufficiency, currency, equity (open, honest and fair).

1.5 Suitability of different types of evidence for different assessment contexts is explained.

Range types of evidence may include but are not limited to – observation, checking work in progress, finished product, naturally occurring evidence, video, audio, simulation, response to questions, assessment by conversation, workplace documentation. Evidence of at least five different types is required.

## Outcome 2

Prepare for assessment

### Performance criteria

2.1 Own authorisations and limitations as an assessor are identified.

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.

2.3 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.

Range suitability includes – currency, validity, sufficiency.

2.5 Any verification requirements are identified and verifiers briefed on their role within the assessment process.

2.6 Pre-assessment quality assurance requirements are identified and completed in accordance with contextual requirements.

## Outcome 3

Carry out assessment.

### Performance criteria

3.1 Assessment is carried out using selected assessment materials and agreed assessment arrangements.

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.

Range respecting the recipient may include – considering aspects of diversity and cultural differences.

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.

**Performance criteria**

4.1 Privacy and confidentiality of the learner and any other stakeholders are maintained.

4.2 Potential or actual conflicts of 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.

**Performance criteria**

5.1 Feedback on the assessment process is obtained from relevant stakeholders.

5.2 Own assessment practice is reviewed and possible areas 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.

<b>Replacement information</b>	This unit standard replaced unit standard 11281.
--------------------------------	--

<b>Planned review date</b>	31 December 2022
----------------------------	------------------

**Status information and last date for assessment for superseded versions**

Process	Version	Date	Last Date for Assessment
Registration	1	28 September 2017	N/A

**Consent and Moderation Requirements (CMR) reference**

0045

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

**Comments on this unit standard**

Please contact NZQA National Qualifications Services [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.