



# Best Practice Guidebook

Registered Workplace Assessor

THIRD EDITION



PrimaryITO



Te Pūkenga

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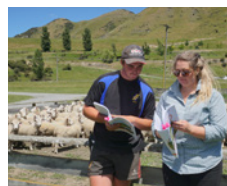
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## Introduction

This guidebook is designed to assist assessors in their assessment responsibilities when conducting assessment as a registered assessor with PITO.

Utilise this guidebook to confirm anything about assessment that you may have already covered through previous training. The information although generic in nature is tailored for PITO assessors where applicable.

# Registration process of a PITO Workplace Assessor

The following is a quick outline of the assessor registration process.

PITO requires assessors to conduct assessment at the workplace and we refer to these as Registered Workplace Assessors. Those wanting to become an assessor complete an **Assessor Application Form** and from here it is decided if the applicant is suitable.

The assessor will be granted an **assessor scope** which means what unit standards they can assess. If you wish to extend your scope, please contact your ITO representative.

**The period of registration is for 2 years** and during this time an assessor must undertake a minimum of one assessment per year to remain active (see assessor status below). During this time, they must display the attributes of an assessor and follow their obligations to the ITO. These are listed on pages seven and eight.

## Assessor Status

Status	Description
<b>Active</b>	The assessor is fully registered and may report credits within their scope.
<b>Expiring</b>	This alerts the ITO that the assessor has not reported credits in 12 months. If no credits are reported within the next 6 months, then the assessor will move to Expired.
<b>Expired</b>	This means that the assessor is no longer assessing but all assessor information remains if they wish to assess in the future. No results are accepted from Expired assessors. The Assessor must re-register with the ITO if they wish to assess again.

# PITO Workplace Assessor Obligations

The following list are the obligations of a workplace assessor if they are to remain registered;

**A Assess a minimum of one (1) unit standard, at least once every 18 months.**

**B** Comply with requests for moderation information and evidence as required.

**C Provide fair and valid assessment of learners that is consistent with the national standard.**

**D** Ensure Health and Safety is maintained throughout the assessment process.

**E Provide results within 60 working days of assessment.**

**F** Encourage and support the ongoing training of learners.

**G Ensure that the assessment resources used are current at the time of assessment.**

**H** Any personal information obtained from Primary ITO may only be collected, held and distributed in accordance with the Privacy Act 2020. This includes protecting and safely storing any completed assessments.


**I Do not disclose any model answers and/or assessor guidelines of assessment to those who are not permitted access.**

**J** Engage in moderation activities.

**K Carry out ongoing professional development. Engage in assessor forums or workshops as and when requested (own costs associated).**

**L** Inform Primary ITO when employment or contact details change; or when you are no longer available to assess.

**M You must keep copies of all your assessments (this includes all the evidence used in making the assessment decision) for a period of 24 months for the purposes of moderation.**

A woman with dark hair, wearing a light-colored checkered shirt, and a man with long hair and a black beanie with the 'Syntair' logo, wearing an orange polo shirt with 'NGAI TAHU SUPPLY' on it, are sitting at a desk and smiling. On the desk is a laptop with the Windows logo, a smartphone, and some papers. A map of a green landscape is on the wall behind them.

As an assessor registered with PITO, you are expected to abide by these obligations. The Academic Integrity Team of PITO reserves the right to amend the assessor registration status and/or assessment scope if these obligations are not adhered to.

# PITO Workplace Assessor Attributes

The following are the expected attributes of an assessor;

## **Integrity**

A successful assessor takes pride in their work and is honest and assesses to the principles.

## **Definiteness of decision**

As an assessor, being definite in your decision is important. Assessors must be strong in their decision making, as the alternative of being unsure and uncertain undermines authority and erodes trust. This does not encourage confidence within the learner – either in you or in what they're doing.

## **The ability to manage one's time effectively**

An assessor needs to plan the process and timing to ensure they have the ability to gather the evidence that may be needed.

## **A professional demeanour**

Understanding the learner's perspective, but maintain the integrity of the assessment methodology, and to maintain learner confidentiality.

## **Empathy**

A great assessor can step outside themselves and take the time to understand their learners' situations.

## **Attention to detail**

The small things all add up, which is why attention to detail is important. Ensuring the completeness of assessment and that the evidence can be triangulated. (refer to page 32).

## **Willingness to assume full responsibility**

An assessor must set a good example for their learners. Sometimes, this involves admitting when you are wrong and being responsible for your decision and the results.

## **The ability to be co-operative**

Co-operation is essential when it comes to the successful relationship between a learner and their assessor.





# What is Good assessment

Assessment methods will be:

**Appropriate** – a variety of assessment methods will be available to ensure that assessment is suited to the performance being assessed.

**Example:** written work, verification of observations doing a task, submission of workplace documentation such as work sheets, plans, diaries etc.

**Fair** – assessment methods will not disadvantage individuals or groups by hindering or limiting them in ways unrelated to the evidence sought.

**Example:** All learners have equal access to reassessment. Assessment should not be affected by issues to do with race, gender, age, disability or social background. People from non-English speaking backgrounds with low literacy skills should not be disadvantaged where language is not critical to the ability being assessed.

**Integrated with work or learning** – evidence collection can be ongoing, linked with normal learning or work.

**Example:** evidence is collected from the workplace “naturally occurring evidence” where possible over a period, this is referred to as on-job.

**Manageable** – the methods used will be straightforward, readily arranged and will not interfere unduly with learning.

**Example:** Assessment should not be cumbersome, time consuming and unnecessarily intrusive.

Evidence will be:

**Valid** – assessment will be fit for purpose, so that assessment focuses on the requirements specified in unit standards.

**Example:** The assessment must meet the requirements of the unit standard.

**Direct** – assessment activities will be as similar as possible to the conditions of actual performance.

**Example:** If a person is required to show how they can do something practically i.e. plant a tree. Then you would not assess their tree planting as a theory test.

**Authentic** – the assessor will be confident that the work being assessed is attributable to the person being assessed – outside assistance must not distort the assessment.

**Example:** The person being assessed has submitted their own work and not somebody else's.

**Sufficient** – the evidence will establish with confidence that all criteria have been met and that performance to the required standard could be repeated with consistency.

**Example:** If John is assessed at a point in time, the assessor needs to be confident that he would be able to repeat the task again 2 or 3 weeks later without further instruction or training.

## What is Good assessment continued...

Assessment will be:

**Systematic** – planning and recording will be rigorous to ensure sufficiency and fairness in assessment.

**Example:** Know in advance where the evidence will come from and how will it be recorded, i.e. Workplace diaries or evidence portfolios.

**Open** – learners will understand the assessment process and the criteria to be applied, and can contribute to the planning and accumulation of evidence.

**Example:** Ideally learners will present themselves for assessment when they feel confident of success.

**Consistent** – given similar circumstances the assessor would make the same judgement again and the judgement will be similar to judgements that other assessors would make.

**Example:** A way for this to be achieved is to use the same assessment task and evidence guide / marking schedule every time.

# Qualifications & Programmes

The PITO delivers qualifications for our Primary Sectors and are registered on the New Zealand Qualifications Framework (NZQF) at New Zealand Qualifications Authority (NZQA).

For more information follow this link: <https://www.nzqa.govt.nz/>

All Primary sector qualifications are made up of unit standards that have a credit value and a level of learning ranging from Level 1 to 6. <https://www.nzqa.govt.nz/providers/details.do?providerId=810559001>

Once a qualification is registered it has a matching programme of study. This is what a learner has to complete to gain the qualification. All ITO programmes are unit standards based that reflect the outcomes of the qualification.

The programme(s) are designed to suit our learners and in the context of a working sector, i.e. we must consider seasonal work of the learner and what can be achieved and when as part of the programme.

Parts of the programme may be delivered by a Polytechnic (ITP) or a Training Provider (PTE). This is referred to as Off-job. Other parts of the programme may be delivered in the workplace which is referred to as on-job.

## Off-job

**Structured training and assessment delivered by a training institution.**

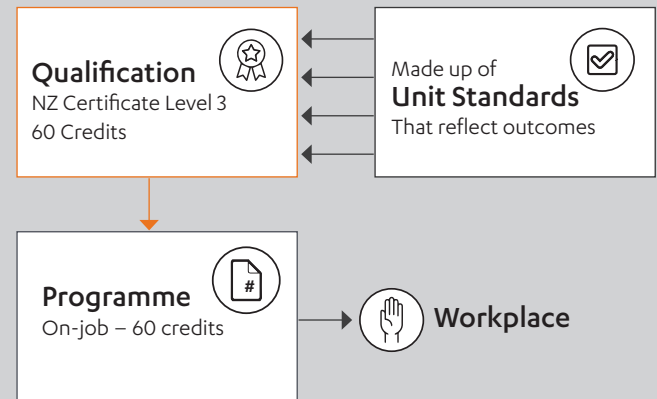
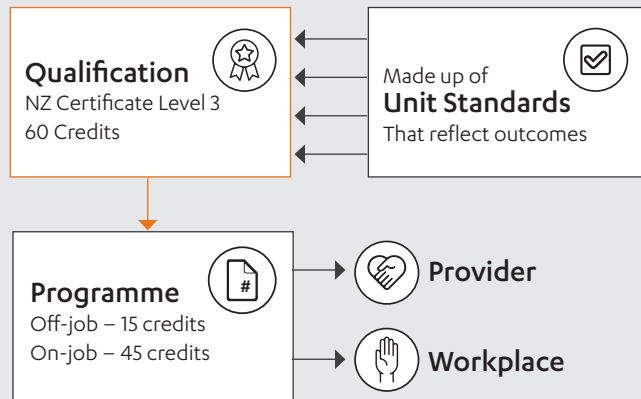
## On-job

**Assessment is conducted in the workplace by gathering naturally occurring evidence.**

# Programme Delivery

The assessment of these programmes will usually be assessed within the workplace as this is where the learner can demonstrate their skills and knowledge as they perform their daily work activities. However, some learning outcomes need to be delivered by an external trainer or institution as they may be specialised in nature **E.g. Level 5 & 6 unit standards, because of the nature of the assessment activities, are often better suited to a training environment and not the workplace.**

Two delivery options for a qualification and programme.



## Difference between Workplace and Provider Assessment



### Provider

**Usually:**

- Off-job
- Assess for competence
- Assessment activities
- Set time for assessments
- Limited Opportunities for reassessment



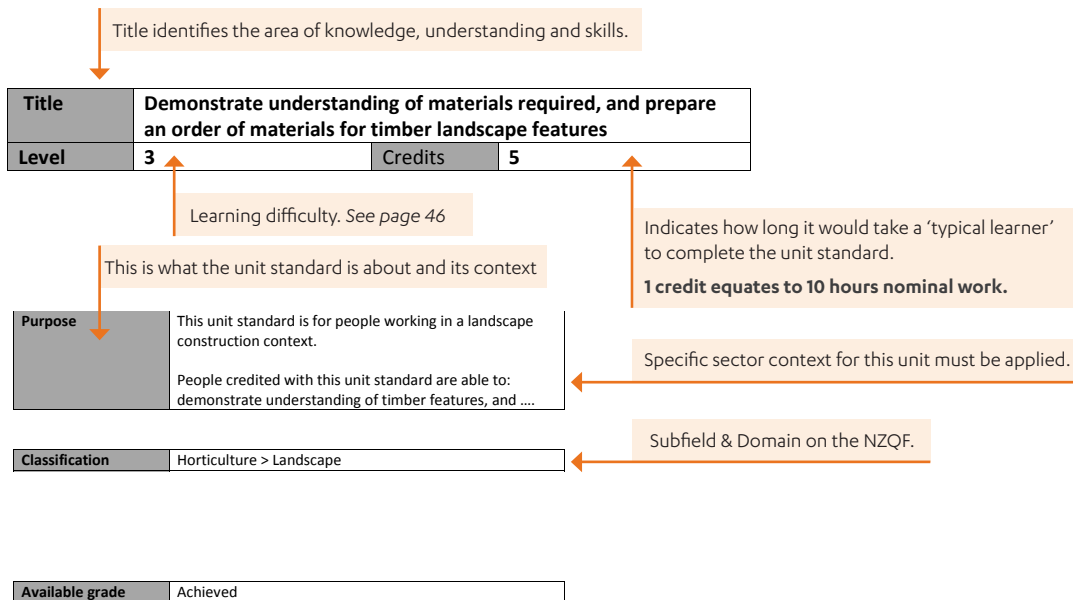
### Workplace

**Usually:**

- On-job
- Assess for competence
- Naturally occurring evidence
- Assessment when ready
- Reassessment often not required, but where needed focuses on skills/knowledge gap assessment

# Unit Standards

The following is an example of a unit standard. The ITO uses these unit standards to develop the assessment resources that you use to assess your learner(s).







## Guidance Information

1. This guidance information assists the developer to take into consideration any legislative requirements for the training and assessment of the unit standard i.e. Health & Safety at Work Act 2015, Resource Management Act 1991, Native Plants Protection Act 1934.
2. It may also cover definitions that need to be made clear.



# Outcomes and Performance Criteria

## Outcome One:

- Demonstrate understanding of timber features, and fastenings and fixings.
- **Range** grades, preservation, limitations, quality

A **Range** is used to set boundaries or context to minimise variations and interpretations.

*See examples on page 24*

## Performance criteria

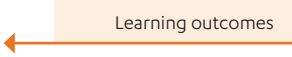
- 1.1** Describe the grades of indigenous and exotic timber in terms of their uses and limitations.
- 1.2** Describe the methods of timber preservation, and factors affecting their effectiveness.

## Outcome Two:

- Prepare an order of materials, and complete documentation for timber landscape features.

### Performance criteria

Learning outcomes



- 2.1** Select timber suitable for landscape work and site requirements.
- 2.2** Calculate quantities of timber for a timber feature.
- 2.3** Select, and calculate quantity of fastenings and fixings for a timber feature

Each Outcome has a number of performance criteria. These allow an assessor to judge if a learner's performance is sufficient for credit. They suggest the evidence required for that outcome.

*Note: Some older units have Evidence Requirements but has the same purpose.*

## Outcome Two continued

Replacement Information	This unit standard replaced unit standard 1009.
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Units are often replaced by other unit standards.

Planned review date	31 December 2022
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At least every 5 years units are subject to a review.

Process	Version	Date	Last Date for Assessment
Registration	1	25 September 2006	31 December 2019
Review	2	29 March 2018	N/A

This unit was first created in 2006.

There is no specified last date of assessment for Version 2.

Version 1 of this unit could be assessed until 31 Dec 2019. If assessed after this date its credit cannot be reported for the learner.

Consent and Moderation Requirements (CMR) reference	0032
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CMR 32 outlines the requirements for Training Institutions if they wish to train/assess this unit standard.

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



A photograph of two women in a greenhouse. The woman on the left is wearing a black cap and a bright yellow-green high-visibility vest over a dark blue polo shirt. She has a logo on her vest that says 'SOUTHERN WOODS' with a tree icon. The woman on the right is older, with grey hair and glasses, wearing a similar high-visibility vest over a dark blue polo shirt. They are both looking at a plant in a tray that the younger woman is holding. The background shows the structure of the greenhouse and other plants.

## Comments on unit standards

Please contact the Primary ITO [standards@primaryito.ac.nz](mailto:standards@primaryito.ac.nz) if you wish to suggest changes to the content of any unit standard.

PITO encourages assessors and industry to comment and give feedback on all unit standards.

# Interpretation of Unit Standards

There are four variations for range statements:

## Variation One

If there is no wording that indicates otherwise then all items in the range must be considered.

**Example: 1.3**

**Describe the methods of timber preservation, and factors affecting their effectiveness.**

*Range:*

At least three methods

## Variation Two

If the wording **‘includes but is not limited to’** followed by listed items this means evidence for all listed items must be considered, but other evidence from unlisted items can be added also.

**Example: 2.3**

**Cleaning processes are explained in terms of their application for soil removal and hygiene control.**

*Range:*

At least three methods

## Variation Three

A list prefaced by **‘may include but is not limited to’** provides suggested factors for consideration. You can consider evidence from the listed items, or evidence from a completely different list; the learner’s context will indicate what those items might be.

### Example: 3.1

**Response actions for high risk areas are explained in terms of the site’s Risk Organism Response Plan.**

*Range:*

Response actions for high risk areas **may include but are not limited to** – entry restrictions, requirements for protective outer clothing and footwear, use of staff amenities,

## Variation Four

The range of the following indicates the minimum number of factors must be considered from the given list.

### Example: 1.3

**The term Haram is explained in terms of Halal dairy processing requirements.**

*Range:*

Evidence is required of three examples of Haram or Najasah substances.

# NZQA Level Descriptors

LEVEL	KNOWLEDGE	SKILLS	APPLICATION
1	Basic general and/or foundation knowledge	<ul style="list-style-type: none"> <li>• Apply basic solutions to simple problems</li> <li>• Apply basic skills required to carry out simple tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Highly structured contexts</li> <li>• Requiring some responsibility for own learning</li> <li>• Interacting with others</li> </ul>
2	Basic factual and/or operational knowledge of a field of work or study	<ul style="list-style-type: none"> <li>• Apply known solutions to familiar problems</li> <li>• Apply standard processes relevant to the field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>• General supervision</li> <li>• Requiring some responsibility for own learning and performance</li> </ul>
3	Some operational and theoretical knowledge in a field of work or study	<ul style="list-style-type: none"> <li>• Select and apply from a range or know solutions to familiar problems</li> <li>• Apply a range of standard processes relevant to the field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>• Limited supervision</li> <li>• Requiring major responsibility for own learning and performance</li> <li>• Adapting own behaviour when interacting with others</li> <li>• Contributing to group performance</li> </ul>
4	Broad operational and theoretical knowledge in a field of work or study	<ul style="list-style-type: none"> <li>• Select and apply solutions to familiar and sometimes unfamiliar problems</li> <li>• Select and apply a range of standard and non-standard processes relevant to the field of</li> </ul>	<ul style="list-style-type: none"> <li>• Self-management of learning and performance under broad guidance</li> <li>• Some responsibility for performance of others</li> </ul>
5	Broad operational or technical and theoretical knowledge within a specific field of work or study	<ul style="list-style-type: none"> <li>• Select and apply a range of solutions to familiar and sometimes unfamiliar problems</li> <li>• Select and apply a range of standard and non-standard processes relevant to the field of work or study</li> </ul>	<ul style="list-style-type: none"> <li>• Complete self-management of learning and performance within defined contexts</li> <li>• Some responsibility for management of learning and performance of others</li> </ul>

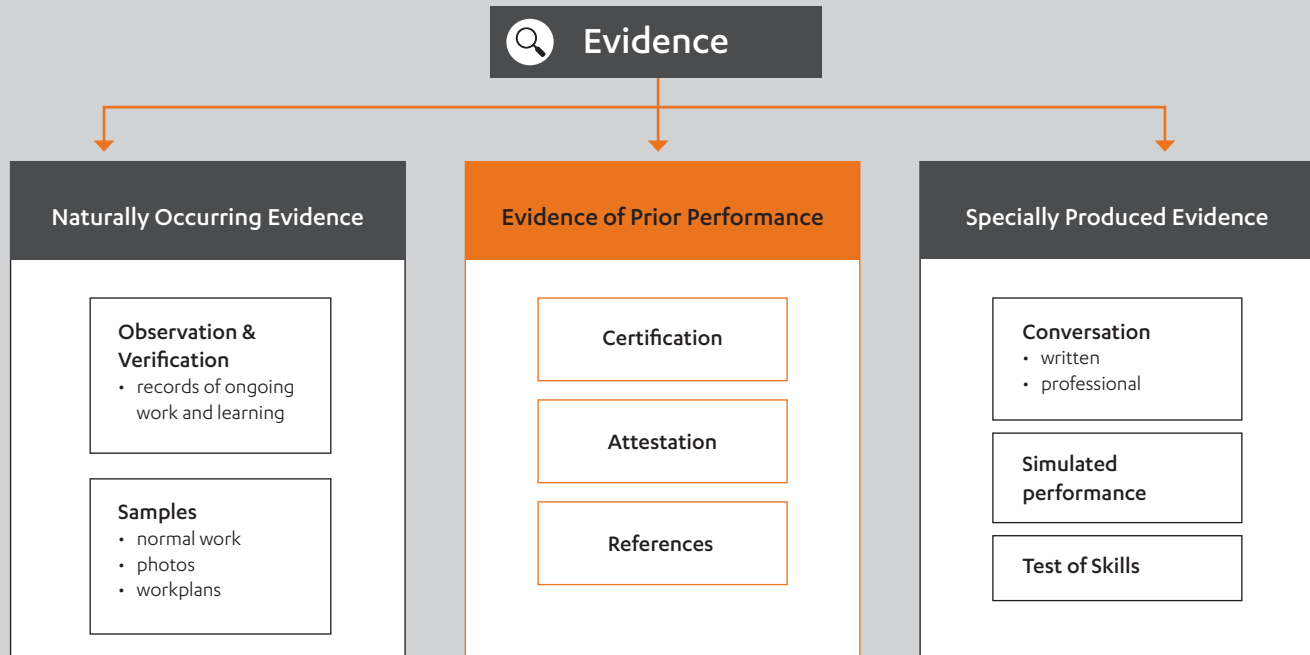




## Evidence

There are varying types of evidence gathering methods for assessment. Although this evidence is not distinct from each other, the next diagram shows the typical evidence models.

# Typical evidence models



As a workplace assessor we are going to concentrate on naturally occurring evidence obtained from the workplace as previously mentioned.

## **Time for Learning**

Learners need time to learn – to practice, experiment, make and correct mistakes, explore the topic. They should not feel that their every moment is being noted for assessment. But sensible and thoughtful use of ongoing evidence can minimise formal assessment and allow more time for learning. Learners are also advantaged by knowing that what they achieve on-job is being recognised.

## **Fairness**

Learners have the right to know how and when they will be assessed. But assessment need not be a one-off occasion – so learners need not feel threatened if they know that you are able to use ongoing evidence because it will not be their only chance to provide evidence.

## **Retention**

In many cases a learner will be competent immediately after instruction on a topic/task but not a week or two later. You as the assessor will need to take this into account when considering ongoing evidence. It is a matter of sufficiency, confidence and consistency – and evidence is sufficient only if you are confident that the performance can be repeated with consistency. If not, other evidence will be needed – perhaps a discussion with the learner as an example.

## **Authenticity**

During the process of learning you cannot always be certain that each learner's work is their own. Ongoing evidence can be used only if authenticity is assured. Milestone checks and submission of successive work over time can be helpful. Sometimes a discussion with the learner will reveal whether or not it is their own work. You are always entitled to seek further evidence.

## Recording

You will need to keep some record of ongoing evidence. One of the best ways is the use of a work diary or an evidence portfolio. The assessment design will allow for this if you are using PITO assessment resources.

## Questioning

Questioning is often the best way to provide evidence about knowledge, understanding or ability to transfer a skill.

If you are asking questions for a written answer either due to low literacy levels or to seek further understanding from the learner, ensure that you write down the learner's response within the assessment resource and initial.

**Refer to your assessor/verifier guide for types of evidence required**



# What is a Verifier

A verifier is someone who undertakes workplace verification. This verification is a way of confirming that a learner has transferred learning into practice. This may involve questioning and observing the learner performing activities/tasks and commenting on their performance.



## What is a Verifier

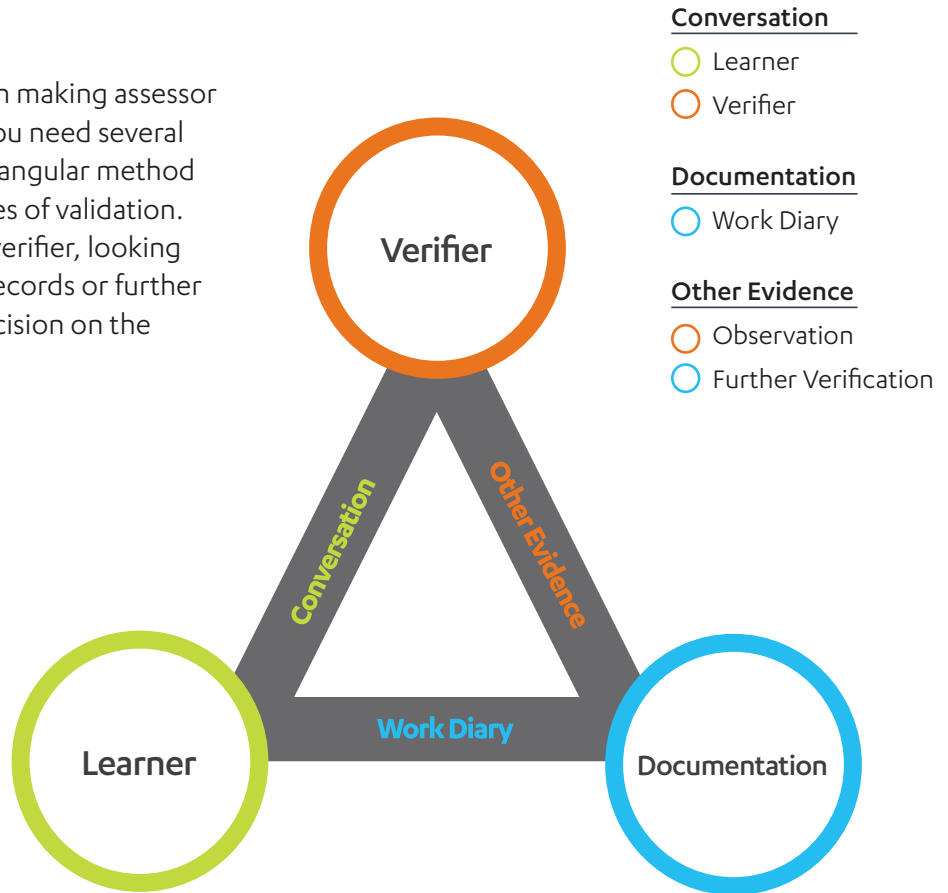
Verifiers are usually a supervisor, team leads, manager or a responsible person with subject knowledge and expertise who works with the learner on a regular basis. A verifier is not a mate or buddy of the learner. A learner may have more than one verifier throughout his/her qualification. A verifier may also be the assessor, it will depend on the structure of the workplace.

Verifiers assist assessors in the collection of evidence and therefore play a key role in supporting learners to achieve their qualification. An example of verification is on page 36.

Assessors and Verifiers need to work together to plan how the assessment process will work (who, what, where, when, how) and to ensure the verifier understands the quality, type and the amount of evidence they need to collect and how to record it.

# Triangular Method

As an assessor, to be comfortable with making assessor decisions/professional judgements you need several points of validation. The use of the triangular method provides you with two or more sources of validation. Conversing with the learner and the verifier, looking at all evidence supplied either work records or further evidence, will allow you to make a decision on the learner's competence.



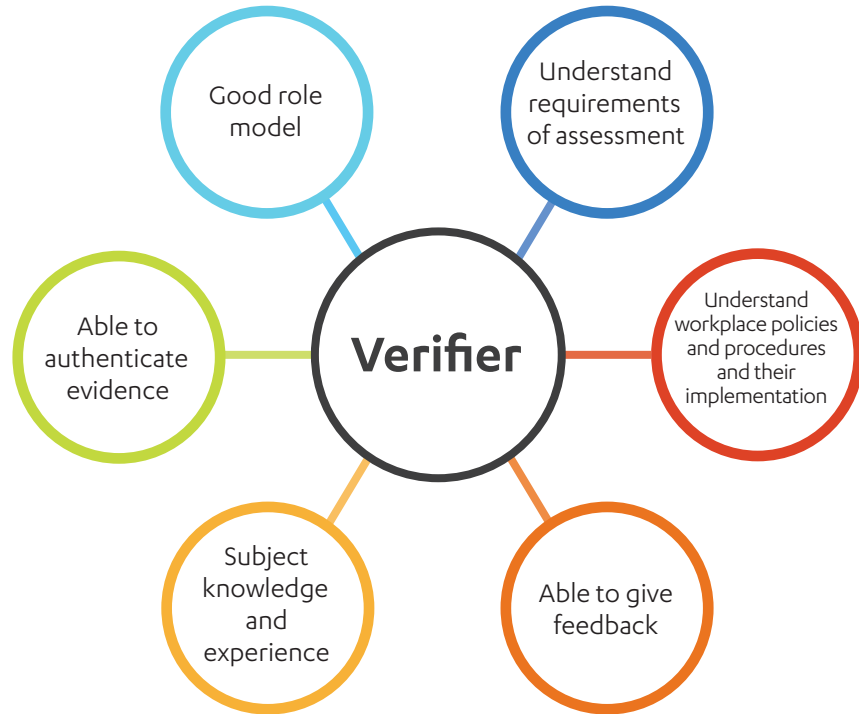


# Roles and Responsibilities for Verifier & Assessor

VERIFIER	ASSESSOR	BOTH
Be competent in their own practice.	Know about the unit standard requirements and how to assess them.	Have an understanding of the industry standard.
Be in a position to capture naturally occurring evidence.	Oversee the assessment process.	Know the organisation's policies and procedures.
Be able to authenticate evidence.	Responsible for the quality of assessment.	Ensure learner knows when assessment and verification is happening.
Understand the evidence requirements and the standard required.	Final sign-off of competency.	Plan with the learner when verification/assessment is going to occur.
Provide feedback and support to the assessor and learner.	Provide feedback and support to verifiers and the learner.	Excellent communications skills.
Should know the learner.	Register credits.	Accurate and thorough documentation.
Liaise with assessor.	Liaise with verifier.	

It is unlikely that an assessor would dispute the judgment of a verifier. However, the assessor does have the final say on the assessment outcome and should ask for more evidence if their judgment differs from that of a verifier. Any decisions made which involve a judgment difference between verifier and assessor should be fully recorded in the assessment by the assessor.

## Qualities of a Verifier



## Verifier Signoff

A verifier is required to sign off the learner's work. Where a verifier is asked to provide comments, this is a mandatory requirement. This adds context to what the learner has done while the verifier conducted his/her observation. If there were any questions asked of the learner, then these are to be recorded in the Comments section too.



# Example of Verifier Signoff

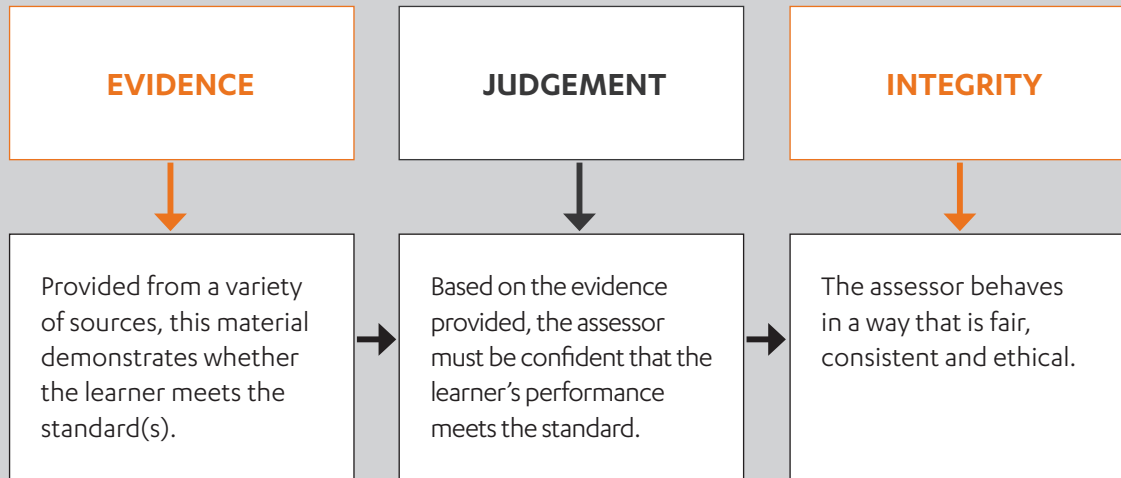
This may be displayed a number of times within the assessment and relates to a specific activity/task usually of a practical nature.

Verifier to record	
Activity 2: I have observed the Learner's work performance, and confirm that they can check the scales for accuracy.	
<b>Comments:</b> (Include details about evidence collected or observed, i.e. Health and Safety practices, discussions, Q & A, actions taken by the Learner)  <i>Any questions that were asked of the learner insert them here and their response.</i>  <b>Examples of <i>good</i> comments:</b>  <i>John was observed by me carrying out these tasks on a day-to-day basis over a three-month period. His accuracy with his use of scales has improved significantly over this time.</i>  <i>John ensures that all steps are followed and he's very detailed and accurate in recording results. He takes special care to ensure that the scales are reading within the required tolerances.</i>  <b>Examples of <i>not very good</i> comments:</b>  <i>John is a safe worker and knows what he is doing.</i> <i>John is good at this task no problems.</i>  <b>Examples of <i>bad</i> comments:</b>  <i>Good</i> <i>OK</i> <i>Fine</i>	
Was additional supporting evidence provided (e.g. photos etc)? <i>If there are any photos supplied of the actual task either during or on completion, please state these here.</i>	
Verifier name	<i>Insert name as there could be different verifiers for one learner.</i>
Verifier signature & date	<i>Sign and date.</i>

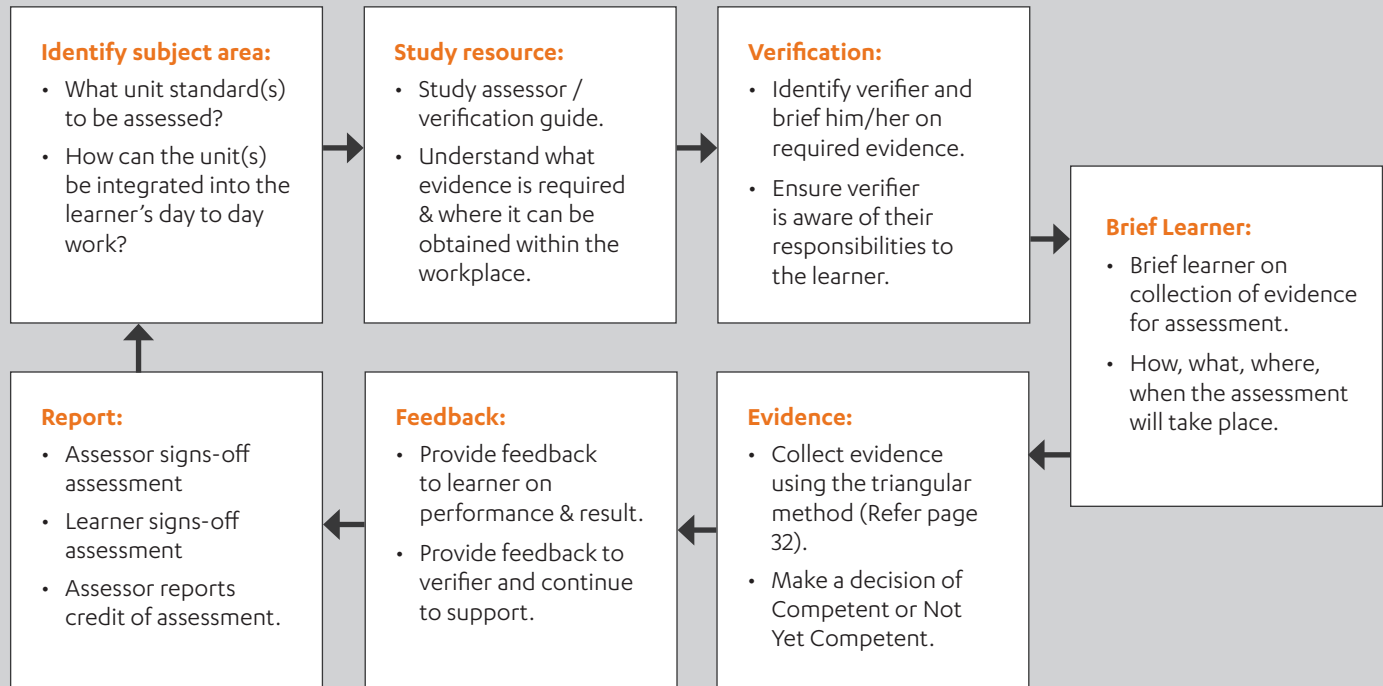
This example below is where the verifier will sign off the learner for the entire assessment for unit standard 6204.

Verifier declaration – Unit standard 6204	
The Learner demonstrated that they have achieved all the outcomes for this unit standard.	
<b>Verifier comments:</b>  Final overall comments on the Learner's ongoing competency, attitude, behaviour, <b>and</b> confirmation that they have successfully demonstrated they can weigh and label seafood product.  <i>Verifier is to insert final comments of the learner's overall performance of the assessment.</i>  <i>What is written here will provide valuable information to the assessor as he/she needs to be sure that the learner is competent. An assessor cannot always be present in observing the candidate at work and this is where the verifiers comments are critical.</i>  <i>The assessor may talk to the verifier to gain more information about the candidate while also collecting and evaluating the evidence supplied.</i>  <div style="text-align: center;"><i>Complete all details below</i> ↓</div>	
Learner name:	
Verifier name:	
Signature:	Date:
Job title:	
Contact details	
Email:	

# Key concepts in Workplace Assessment



# Assessment in practice





## Competence is:

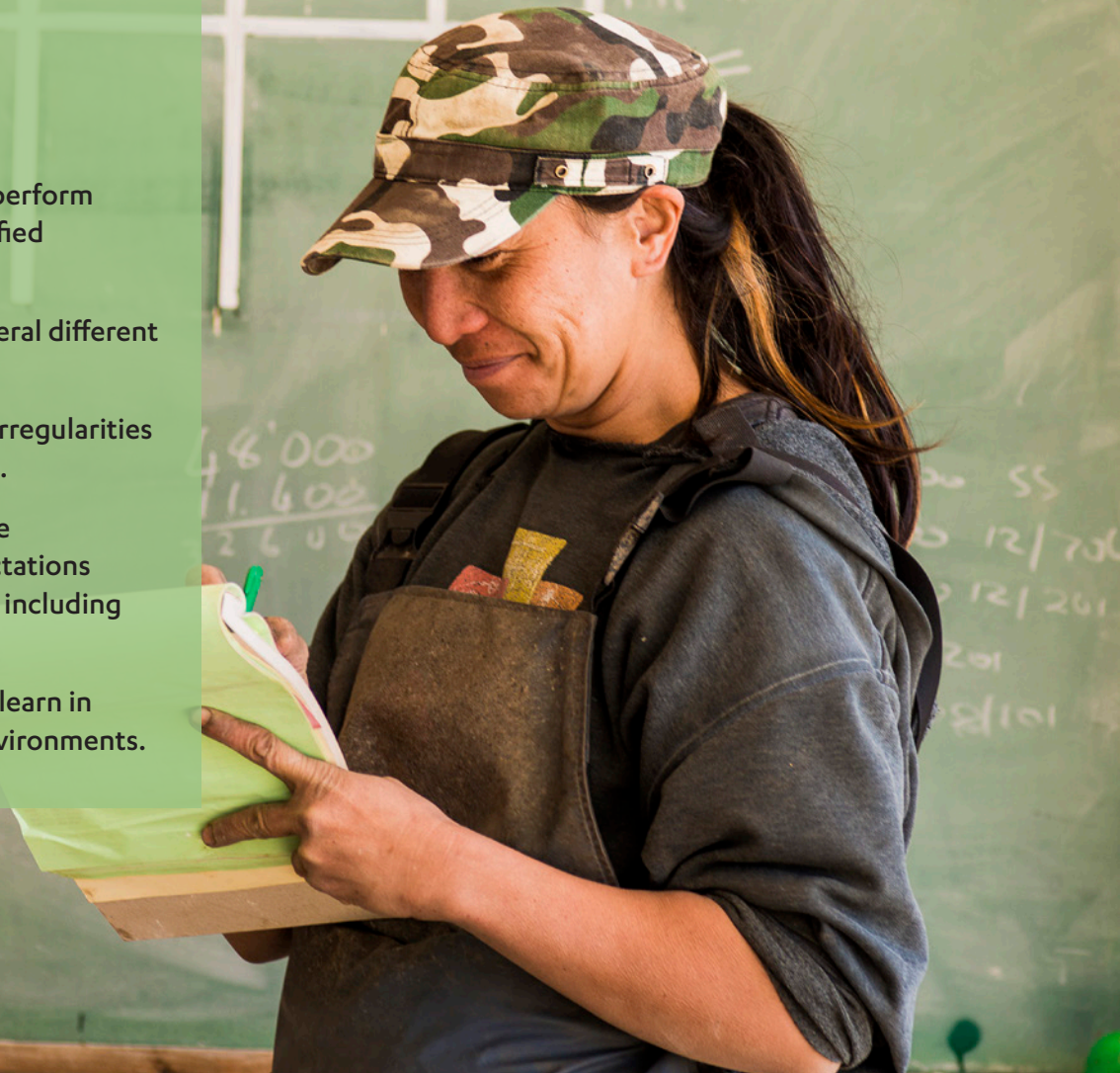
The ability to repeatedly perform individual tasks to a specified standard.

The ability to manage several different tasks within the job.

The ability to respond to irregularities and breakdown in routine.

The ability to deal with the responsibilities and expectations of the work environment, including working with others.

The ability to continue to learn in rapidly changing work environments.





## Assessor Signoff

Once you have collected, sighted and evaluated all evidence in relation to the assessment, you have a decision to make. Is the learner competent or not yet competent? Have the learner sign the Learner feedback section (as shown below) if they have not already done so. This will provide feedback on the assessment process. Then sign off the assessment as shown below.

Learner feedback	
Learner name: <i>Learner to complete, sign and date.</i>	
Signature:	Date:
<b>Learner comments:</b> For example: How did you find the Assessment? Was it clear to understand? How well did it relate to your workplace? What could be done to make it better? <i>Assessor/Verifier are to encourage the learner to complete this section.</i>	

Assessor final sign-off	
This section is to be completed when final competency of unit standard 6204 v5 is achieved.	
Learner name: <i>Ensure this is completed in full.</i>	
Verification record — please complete all details below	
<b>Assessor comments:</b> <i>You must provide overall comments of the learner based on the evidence you have gathered either by way of observation, documentation, talking to the learner, talking to the verifier or sighting their verification comments.</i> <i>You as the assessor have the ultimate decision to make about the learner's performance using your professional judgement based on the evidence you have been given or seen.</i>	
Assessor name: <i>Please print your name and complete this entire section when assessment is completed, and also the front page of the assessment document. (See next page for details of this).</i>	
Assessor no:	
Signature:	Date:
Contact details	
Phone:	Email:

## Assessor Decision(s)

Once you have made a decision about the competency of the learner, complete the front page of the assessment as shown below.

If the learner is required to be re-assessed then this is to be communicated to the learner and a new assessment date is agreed.

### Assessment

<b>Learner to complete</b>	<i>Learner to complete in full</i>
Learner name:	
Learner phone number:	
Learner address:	
Learner declaration: I declare that all work is my own.	
Signature:	Date:

Tick here if learner is competent		Tick here reassessment required	
<b>Assessor to complete</b>			
<b>Result</b>	... Standard achieved	... Further evidence required	
Comments/Areas to revisit:	<i>If reassessment is required, comment here as to what you informed the learner that they must concentrate on.</i>		
Assessor name:	<i>Please print your name clearly here</i>		
Signature:	Date:		

<b>Re-assessment (if required) – Assessor to complete</b>	
Re-assessment date: <i>To be agreed to by the assessor and learner</i>	
<b>Result</b>	... Standard Achieved ... Further Evidence Required
Signature:	Date:

## Moderation of your assessments

An assessor will be subject to post-assessment moderation every year. This does not mean that you will be moderated every year but within your assessor registration period of 2 years.

Moderation is a check of the assessor's work to ensure that assessments are;

- **Fair / Valid / Authentic / Consistent**

## Forms of moderation

**Pre-assessment moderation** – this is conducted before an assessment takes place. It is when the assessment tool is quality assured (moderated) to ensure it meets the standard before it can be used by an assessor. PITO contracts trained moderators to perform all moderation activities.

**Post-assessment moderation** - this is conducted after an assessment has taken place. It is when the assessor judgements/decisions are quality assured (moderated) to ensure that the learner has met the standard.

Types of Moderation can take on the following forms:

TYPE	WORKPLACE ASSESSMENT	HOW
<b>Postal moderation</b>	Assessor sends assessment samples to the ITO when requested (or the Academic Integrity Team source them).	Assessment samples sent to contracted moderator.
<b>Panel moderation</b>	Assessor sends assessment samples to the ITO when requested (or the Academic Integrity Team source them).	Assessment samples are moderated at a panel moderation event by contracted moderators and ITO staff.
<b>Peer moderation</b>	Assessor sends assessment samples to the ITO when requested (or the Academic Integrity Team source them).	Assessment samples are moderated at an organised event by contracted moderators, ITO staff and assessors.
<b>Moderation visits</b>	Onsite	Assessment is observed taking place by contracted moderators & ITO staff on-site with the assessor.

Assessors are to ensure they store all completed assessments securely **for 24 months** for moderation purposes.



## Moderation Appeals

An assessor has the right to appeal moderation decisions. If you disagree with a moderation decision you are to contact the Academic Integrity Team at the ITO in the first instance where we will make every effort to resolve your complaint. If you are unsatisfied with this outcome, then you are to lodge a formal appeal by completing a moderation appeal form and submit as detailed.

You will find this form located on the PITO website at the Assessors page.

## Non-Compliance as an assessor

An assessor can become non-compliant for not adhering to their assessor's obligations or not maintaining the attributes of an assessor. See Page 6.

Where assessors have been found non-compliant through the moderation process, the Academic Integrity Team will engage with the assessor to address issues and bring about compliance. Typical actions would be one or a combination of a professional conversation between both parties, resubmission or further moderations.

**The most significant non-compliance issues are listed below and may in some instances lead to De-Registration.**

- Not complying with **requests for moderation** information and evidence as required.
- Failing to provide **fair and valid** assessment of learners that is **consistent** with the national standard.
- Failing to **protect and safely store** any completed assessments.
- Disclosing **model answers and/or assessor guidelines** of assessment to those who are not permitted access.
- Failing to ensure **Health and Safety** is maintained throughout the assessment process.
- Failing to keep copies of their assessments for a period of **24 months**.

**The issues listed below may also lead to De activation**

- Not reporting results within **60 working days** of assessment.
- Not **encouraging or supporting** the ongoing training of learners.
- Not using the correct assessment **version** of resources.
- Not engaging in **moderation activities**.
- Not engaging in **assessor forums or workshops** as and when requested.

## Assessment Appeals

A learner has the right of appeal if he/she disagrees with an assessor's decision. In the first instance the learner is to resolve the issue(s) of the assessment process and/or decision with the assessor.

If an agreement cannot be reached, the learner is to lodge a formal appeal by completing a 'Learner Assessment Appeal Form' and submit according to the instructions. If an appeal is lodged against you as an assessor, you will be communicated to as part of this process and informed of the process and outcome.

## Credit Recognition Transfer (CRT)

CRT is a process by which a learner may be credited with unit standards from learning outcomes they have already undertaken from previous formal learning. This is referred to as cross credit.

An example of this is where a learner has been awarded outcomes that are not unit standard based from a qualification or course they have done. This can lead to them being credited with a unit standard/s in a Programme of Industry Training leading to a NZQA qualification.

CRT is administered and awarded by the ITO.



## Recognition of Prior Learning (RPL)

RPL is a process that involves formal assessment of a learner's relevant and current knowledge and skills to determine achievement of learning outcomes of a qualification for the purpose of awarding credit towards that qualification.

RPL leads to credit being awarded for existing skills, knowledge, and attributes acquired irrespective of how their learning took place.

Formal assessment is carried out by a recognised qualified assessor, with assistance from subject matter experts as required. The outcome of a successful application is an award of Standards and/or NZQF qualification(s).

Only registered and approved RPL assessors can carry out this process.

## Reporting of assessments

An assessor must report the outcome of an assessment within 60 working days. Please refer to your Primary ITO Representative for information regarding the reporting of credits.

## Best practice assessing for tutors, assessors and verifiers

On-job assessment is a confirmation that a Learner has reached the desired level of competence in the specific activities and tasks in their training programme.

## Best practice

Many of the learners being assessed will have literacy and numeracy challenges and a number will have neurodiverse conditions. Assessment should take account of that.

The focus should be on what the learner can do rather than what they can't do. Look past literacy and numeracy deficits such as poor spelling and handwriting and assess on evidence provided. Assessment can be in the form of written evidence but also video, photographs, physical demonstrations, third party testimony and oral evidence.

Many neurodiverse learners will have the provision of a reader writer. This is acceptable practice and the evidence provided should be the learners' knowledge and this can be confirmed by a discussion with the learner.

Learners with low literacy and/or numeracy will be significantly disadvantaged in off-job assessments. A fair assessment will take in consideration the extra time and effort required to produce sufficient evidence. An oral assessment could be an equitable alternative.

A neurodiversity is often a combination of differences; diagnosis is often a matter of "best fit – not clinical certainty"

# How does Primary ITO support learners with literacy challenges?

## **Primary ITO support**

Primary ITO has several ways we support learners with either low literacy or neurodiversity:

### **Resources**

Our resources are created using plain English principles and best practice guidelines for neurodiverse learners. An open font is used, short sentences, plain English, glossaries, areas of white space, diagrams and photographs. Learners are offered their resources printed on a colour of their choice if it makes it easier for them to read. They can provide answers typewritten or verbally if handwriting is difficult.

### **Volunteer Mentors**

We have a large group of around 400 volunteer mentors spread across the country supporting learners one on one or at study events. Mentors come from all walks of life – some are industry experts, others literacy and numeracy experts – neither is a requirement. We have mentors who are current learners, employers, rural professionals, retired people – the thing they have in common is that they want to help our learners succeed.

### **Literacy and Numeracy Assessment Tool**

We use the Literacy and Numeracy Assessment Tool to assess Apprentices and those learners without qualifications to gauge literacy and numeracy levels. This tool is an early indicator of literacy and/or numeracy challenges. When a seemingly bright and articulate learner has difficulty with the assessment it is an early indication that the learner is going to need support. Most dyslexic learners have difficulty with the assessment.

### **Dyslexia and Dyscalculia Screening**

We provide free dyslexia and dyscalculia screenings for those learners suspected of having those conditions. The screening can be done either online, by Zoom or in person depending on location. A report is created and support discussed.

### **Support for Learners**

We apply on behalf of those learners who screen as having dyslexia to Workbridge for technology and or reader/writer services to support them with their training and in the workplace.

### **Technology**

We provide advice on which technology, apps etc. will be most useful and suitable to learners in individual situations.

For more information about Literacy and Numeracy email [literacy.numeracy@primaryito.ac.nz](mailto:literacy.numeracy@primaryito.ac.nz) or download a copy from the [“Support for learners”](#) page on our website or visit the Resource Store.

### **Supporting Māori learners**

Success for Māori in the workplace improves when there is an understanding of the learner’s cultural background. Community and Whanau support exists and Assessors are personally committed to supporting their learning journey.

# Te Ako Tiketike Model

## A Model For Successful Māori Learners In Workplace Settings

Cain Kerehoma, Jenny Connor, Loretta Garrow and Carmin Young



## Assessor Tips

The following are some handy tips that may apply to you when you are assessing your learners.

**A. Encourage ESOL learners to record videos for the assessor - they supplement/illustrate verbal evidence.**

**B. For Level 4 learners, especially ESOL, set the tone ahead of the visit, by explaining why you are coming to visit, and what you will want to see during the visit. Send an email out beforehand to the learners involved and copy in their boss.**

**C. Before visiting, make some notes about what you want to ask/view. Refer to these as a reminder so you do not miss anything important out of your visit.**

**D. At the start of the visit, it is helpful if you explain to the employer the questions you will be asking their learner(s) and pointing out that those questions need to be answered by the learner, not the employer.**

**E. During visits, start the learner conversation with easy to answer questions, have a “yarn” about their work to ease into the assessor conversation.**

**F. Introduce verification to employers on their own, then meet with the learner to complete the final verifications.**

**G. Discover if larger work suites are using their own communications method (such as WhatsApp) for learners and supervisors to communicate by texts. Those texts can provide useful evidence for the learner.**

**H. It is helpful in some circumstances to ask the employer to show you texts from the learner relating to health and safety to supplement evidence relating to the identification and reporting of issues.**

**I. Have a scan application on your mobile phone, it is very useful for recording evidence, and facilitates the upload for electronic storage**

**J. Having a hand photographic exemplar of what actually constitutes appropriate on-job evidence is a great reference point and reminder for an assessor.**

**K. It is professionally very instructive to visit the classroom to observe and interact with the learner**

**L. Be aware that learners can get behind in animal health recording during calf rearing, calving. Reminders are helpful during this period.**

**M. When discussing evidence for a Standard, have in mind seasonality and the Standards coming up, and see if the learner can produce evidence that may contribute in the future.**

**N. If you are in doubt about whether there is sufficient evidence from the learner, gather more evidence than what is required within the Assessor Verifier Guide (AVG)**



# Feedback to the ITO

As a continuous improvement mechanism, the ITO encourages feedback. You will find feedback information at the end of the assessment similar to the one shown below. We encourage you to complete this if you have any feedback about the resource.

## **Resource Feedback**

In order to keep our resources as up-to-date and relevant as possible we would appreciate any comments, feedback or suggestions you may have with regard to this particular resource or others that you have used.

Please contact us via email [product@primaryito.ac.nz](mailto:product@primaryito.ac.nz) if you have any suggestions that you feel would be useful.

Please remember to indicate the resource you are giving feedback on in your email, and please provide your contact details.

**Thank you for taking the time to provide us with feedback.**

# Glossary

TERM	DEFINITION
<b>Assessor Status</b>	A status given to an assessor at any point in time during their registration period.
<b>Active</b>	An assessor is fully registered and may report credits.
<b>Candidate, Learner, Trainee, Student</b>	Is the person being assessed.
<b>Expired</b>	An assessor is no longer assessing but all assessor information remains if they wish to assess in the future.
<b>ITP</b>	Institute of Polytechnics.
<b>NZQA</b>	New Zealand Qualifications Authority.
<b>NZQF</b>	New Zealand Qualifications Framework.
<b>Off-job</b>	Training and assessment delivered by a Training Institution.
<b>On-job</b>	Training while you work, and assessment conducted in the workplace.
<b>PITO</b>	Primary Industry Training Organisation.

TERM	DEFINITION
<b>Post-assessment moderation</b>	Moderation of assessor's decisions after assessment has taken place.
<b>Pre-assessment moderation</b>	Moderation of the assessment resource before assessment is used or takes place.
<b>PTE</b>	Private Training Establishment.
<b>SSB</b>	Standard Setting Body
<b>Verifier</b>	A person of responsibility that works closely with the learner and verifies that they have completed certain tasks.
<b>WDC</b>	Workforce Development Council

## Contacts

If you have any questions or queries to do with assessment, please contact your regional Training Adviser or Sector Manager for assistance.

Call 0800 20 80 20

For up to date information about moderation and assessment please visit the 'Assessors' page under 'Employers' on our website @ [www.primaryito.ac.nz](http://www.primaryito.ac.nz)

If you've changed your employer or no longer assessing, please notify us @ [academic.integrity@primaryito.ac.nz](mailto:academic.integrity@primaryito.ac.nz) so we can update our database.