



New Assessor Webinar

10/11 June 2021

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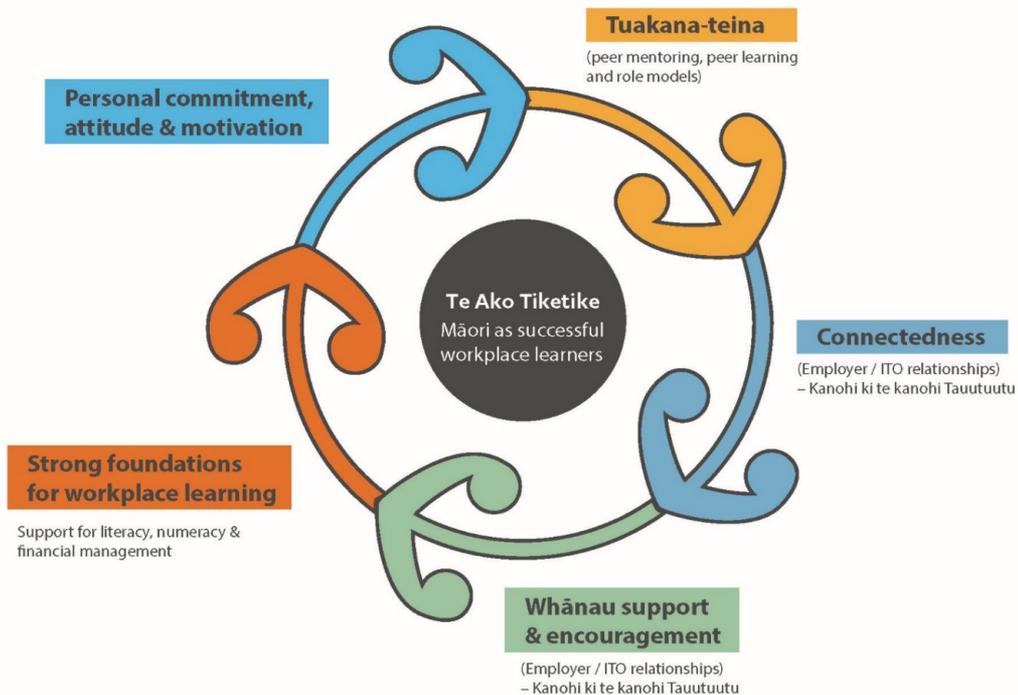
Contents.

- Te Ako Tiketike
- Verification
- Levels 2 to 4
- Communications/Website
- Questions



A Model For Successful Māori Learners In Workplace Settings

Cain Kerehoma, Jenny Connor, Loretta Garrow and Carmin Young



Tuakana-teina - Buddy Mentoring/role models

- Include other learners that they can connect with to create a buddy system.
- Being patient, empathic and a good listener builds trust.
- Life issues often are a barrier to success. Help them problem solve to ensure they are making progress.

Connectedness

- Use “Kia ora, I’m ...” make the first impression warm, deliberate and with a sense of purpose.
- Take the time to create a genuine connection with the learner.
- Share a little about yourself with the learner. But stay humble!
- Humour is always a powerful ice breaker...use it to keep it real and relevant.
- Make sure if they have a Māori name say it correctly and even better ask them if you got it right. They will value this.
- Not all Māori learners know te reo so be careful not to unintentionally embarrass them.
- Give them a number of options to connect with you if they need help.

Whanau Support & Encouragement

There is strong correlation of success linked to whanau and community.

- Give them encouragement and security so that they know that they are dealing with someone who cares about their success.
- Connect with their whānau for support and encouragement if possible.

Strong foundations for Workplace learning

- Be aware many Maori struggled at school and were underserved and think they were the problem when they left. Some are more confident than others.
- Give advice on how to interpret theory questions – what is being asked for, how to structure an answer.
- Avoid academic language, rephrasing when you need to. Check they understand what you are saying and are not just nodding to be polite.
- Be observant of their body language...posture, eye contact, words they use, references they make.
- Shyness is a protective barrier. They may also have learning difficulties – if you suspect this then speak ask for further support.
- Identify with the learner's learning needs and utilise their knowledge and experience to help you understand their world.
- Encourage them (learner and employer) to celebrate progress by feedback and results.
- Make Learning a shared experience with a vision of success in mind. You want them to know you are learning too so be up front with that. This will open the door for the trainee to engage with you.

Personal Commitment Attitude and Motivation

- Acknowledge the learner's commitment and goals and ask how you can help.
- Make sure they know that you are there to do what it takes to help them.
- Be impeccable with your word - trust is everything and following through is a must.
- Avoid making assumptions or judging them about who they are because they are Māori.
- Don't take things personally if they don't respond at first, give it time and/or try a different approach. Your personal commitment makes all the difference to their engagement and motivation to learn.

Differences

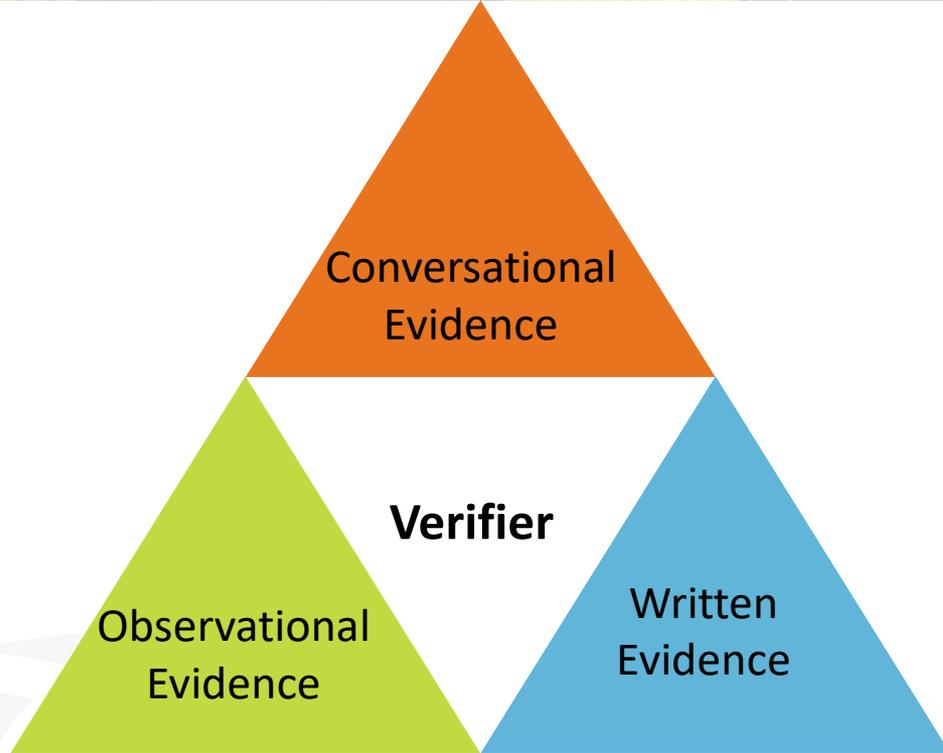
Verifier	Assessor
Usually a supervisor, team lead, manager, or a person with sound knowledge of the assessment topic.	Need to gain registration with the ITO.
Used because of their subject matter knowledge and frequent on-job access to trainee.	Expected to hold unit standard 4098.
Main job is to decide if the trainee is completing tasks to the required standard.	Have their work quality checked (moderated) by the ITO.
Works with assessor to plan how the assessment process will work (who, what, where, when, how), and to ensure the verifier understands the quality, type and amount of evidence.	Expected to participate in ongoing professional development workshops offered.

Differences

Verifier	Assessor
Experience in the tasks being assessed to confirm for the assessor that a learner has transferred learning into workplace best-practice. This involves observing and questioning whilst the learner performs tasks and giving feedback on the performance.	Are required to make the final decision regarding competency.
Guide and assist trainees in their collection of evidence, and therefore play a key role in supporting learners to achieve their qualification.	Has the authority to register the assessment results with Primary ITO who reports to NZQA.



Triangular method





Responsibilities

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 trainee knows when assessment and verification is happening.
Understand the evidence requirements and the standard required.	Final sign-off of competency.	Plan with the trainee.
Provide feedback & support to the assessor and trainee.	Provide feedback & support to verifiers & trainee.	Excellent communication skills.
Should know the trainee.	Register credits.	Accurate and thorough documentation.



Effective Verifiers

- A learner may have more than one verifier throughout their qualification.
- Must have expertise in the topic being assessed.
- A verifier may also be the assessor.
- Verifiers capture what is evident in normal working life.
- Works with the learner on a regular basis.
- Majority of verifier on-job role is taken up commenting in writing, signing and dating tasks, possibly regularly depending on the progress of the trainee.
- Must make time for these duties within their work schedule.



Primary ITO Approach to verification

- Not all sectors require verification in the same way or to the same extent.
- All ITO assessments have an associated Verifier/Assessor Guide (VAG), this enables you to know what you are looking at / looking for.

Example below:

Evidence

The learner answers the question. Example answers are provided:

Manual hauling

- Choose the end of the line to haul from, this will depend on the weather conditions, how many lines the vessel has in the water, and what their plan is in terms of hauling those lines, or steaming to a new fishing spot.
- Find and retrieve the fishing gear, this can be done with the help of a GPS radio buoy.
- Retrieve the floats.

Approach to verification continued.

- Normally there are progressive verifications related to specific tasks.
- Progressive verification are best completed whilst the trainee's performance is fresh in your mind so you can comment with accurate and specific detail.



Verifier declaration – Activity 10

The learner demonstrated that they are able to competently help with rearing calves.

Verifier signature:

Date:

Approach to verification continued.

- Normally there are progressive verifications related to specific tasks.
- Progressive verifications are best completed whilst the trainee's performance is fresh in your mind so you can comment with accurate and specific detail.

Verifier to record

Activity 2: I have observed the Learner's work performance, and confirm that they can check the scales for accuracy.

Comments:

(include details about evidence collected or observed, i.e. Health and Safety practices, discussions, Q & A, actions taken by the Learner)

Insert comments here.

Was additional supporting evidence provided (e.g. photos etc)?

If there are any photos supplied of the actual task either during or on completion, please state these here.

Verifier name:

Insert name as there could be different verifiers for one learner.

Verifier Signature and date

Sign and date.

Approach to verification continued

- We expect a verifier to write comments where required.
- Date and sign
- These comments provide feedback to the assessor on the notable aspects of the trainee's performance



Attestation

Attestation to confirm that you can coordinate safe work practices and procedures to meet workplace compliance requirements.

I can confirm that the learner can demonstrate that they can take a leading role in coordinating safe work practices.

- Coordinate health and safety activities to ensure workplace meets compliance requirements.
- Identify and report non-compliance, and take appropriate corrective action to manage the risk.

Verifier comments:

Comments must be descriptive of the Learner's competency and include information about the Learner's level of capability, and ongoing competency.

Sam has staff responsibilities for a packing line. Sam took a leading role coordinating four health and safety activities which contributed to a safer working environment. Two situations of non-compliance were identified and Sam took effective action to manage the health and safety risk.

Sam continues to take a lead role in co-ordinating health and safety activities, and is proactive in managing the risks to staff working in the packing line.

Verifier signature:

Date:

6/6/2020

Approach to verification continued

- Another example of verification.

Verifier declaration – unit standard 6204 v5

The learner demonstrated that they have achieved all the outcomes for this unit standard.

Verifier comments:

Final overall comments on the learner's ongoing competency, attitude, behaviour, and confirmation that they have successfully demonstrated they can weigh and label seafood product.

Example of **not very good** comments:

- John is a safe worker and knows what he is doing.
- John is good at this task no problems.

Example of **bad** comments:

- Good
- OK
- Fine

Verifier name:

Signature:

Date:

Job Title:

6/6/2020



When a trainee is ready for verification.

- Learners need enough time to be trained, to practice, to experiment, make mistakes, get feedback and improve.
- While they are learning they should not feel that their every working moment is being considered for verification.
- When tasks can be consistently repeated to the required standard, this is when you may verify the trainee's knowledge and skills.
- Confirm with the trainee.
- By progressively using assessment parts you are allowing more time for training and practice and the learner is encouraged by knowing his work is being recognized.



When a trainee is not ready for verification.

- Haven't had a chance to study and/or be trained.
- Haven't practiced to the point of where they can complete the task(s) on their own without guidance.
- No feedback
- A chance to ask questions.
- Are being verified in a situation they have not experienced.
- Cannot meet all the ITO assessment task conditions.
- Feel, for whatever reason they are not ready.

Note: You should not have to coach / direct them in completing a task. If they do then they are still training and are not ready to be verified.



Authentic Evidence

- Ensure the evidence is from the trainee.
- Unless it states that the task can be done collaboratively.
- Trainee should not receive assistance or aid from another.

Is 'near enough' good enough for verification?

- Tasks must be carried out in the context of the workplace and industry standard.
- Trainee's task completion fully meets all of the above expectations.
- If for any reason a trainee cannot meet all of the task requirements, make a clear note of that in the verifier comments, state why that is and draw to the attention of the assessor for discussion.



NZQA Level Descriptors

Level	Knowledge	Skills	Application
1	Basic general and/or foundational knowledge	Apply basic solutions to simple problems Apply basic skills required to carry out simple tasks	Highly structured contexts Requires some responsibility for own learning Interacting with others
2	Basic factual and/or operational knowledge in the field of work	Apply known solutions to familiar problems Apply standard processes relevant to the field of work	General supervision Requiring some responsibility for own learning and performance Collaborating with others
3	Some operational and theoretical knowledge in the field of work	Select and apply from a range of known solutions to familiar problems Apply a range of standard processes relevant to the field of work	Limited supervision Requiring major responsibility for own learning and performance Adapting own behaviour when interacting with others Contributing to group performance
4	Broad operational and theoretical knowledge in the field of work	Select and apply solutions to familiar and sometimes unfamiliar problems Select and apply a range of standard and non-standard processes relevant to the field of work	Broad supervision Self-management of learning and performance Some responsibility for performance of others

Every quarter we publish a newsletter known as Quality Support

<https://www.primaryito.ac.nz/workplace-assessors/>

Do you have any question on anything before we close?

Contact: warren.smith@primaryito.ac.nz