

NZQA Standards Assessor Tips



Overview

Following are some assessment evidence aspects that, from moderation trends, assessors often overlook or do not put enough emphasis on.

Use this information before you assess, to inform new workplace assessors, and as assessment evidence is being considered for completeness.

General advice for training days

- Split up any learners that normally work together as they come up with identical examples and those will not meet moderation requirements.
- Ensure your learners can think of and write down in margins the workplace example(s) of what they are going to do back in the workplace e.g. tool box meeting section they will lead – production KPI's etc... what evidence they will provide on the day they lead the meeting, as evidence – photos / whiteboard photos / meeting minutes.
- Avoid training day simulations if at all possible. A simulation normally must reflect what a trainee would encounter in their specific workplace, so general simulation tasks, not set in the context of their workplace, are therefore not credible evidence.
- Read these advice NZQA notes before the training and ensure the tutor reads them also. Save yourself time by double checking each evidence requirement has been covered before submitting for peer review.

Assessment or Assessor Practice Enquiries

Email the Peer Reviewer: peer.reviewer@primaryito.ac.nz

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Perform calculations in the workplace

- a. Note that where calculations are incorrect, new calculations must be attempted.
- b. If the task involves rounding to the nearest whole number, do not mark as correct answers that are a decimal such as 4.7 (5.0 would be acceptable as it is a full round number).
- c. Likewise, when one decimal place or two decimal places are called for, do not accept any answer that is not to the required specificity.
- d. Where workings are asked for, those must be shown, not just the final answer.

Work in a new workplace

- a. Must be completed in/for an actual workplace.
- b. There must be actual evidence of documentation being completed (e.g. by attaching it, or, confirmation from the workplace that each item was received - bank account number, IRD number, birth certificate or other form of identification, evidence of qualification(s), drivers licence (as relevant to the workplace).
- c. There must be verification that the workplace requirements were met.

Demonstrate knowledge of the impact of alcohol and other drugs

- a. Take care when checking trainee answers to be sure the descriptions of the physical, emotional, and interpersonal effects are correct for alcohol and the drugs being described.

Communicate information in a specified workplace

- a. Communication must be workplace communication; scenarios are not to be used.
- b. Keep in mind that the Standard requires trainees to give information to clients, and answer queries from clients, who can be anyone specific to the workplace, for example, customers, colleagues, suppliers or contractors.
- c. Responses to queries must be detailed.
- d. Written communication – must be attached.
- e. In the case of oral communication, the Verifier (being the person who observed it) needs to record what was communicated and how it was communicated in their comments. They need to describe how it was appropriate for the client and how it accounted for cultural differences if appropriate.
- f. Note the Verifier is providing a witness statement that says they have seen (or heard) the communication and it meets the organisational policy and procedures.
- g. Extra evidence that could be useful (but is not compulsory) would be statements from clients relating to the communication event or events over time (this would back up the evidence).

Be interviewed in an informal one-to-one interview

- a. There must be specific examples of what the trainee said and did during the interview.
- b. The verification of the interview would be strengthened by asking the Verifier to also include some of the actual things said or the strengths and opportunities.

1294

Be interviewed in a formal interview

- a. The interview must be a real-life situation, or a realistic simulation. Scripted role plays are not allowed.
- b. There must be specific examples recorded of what the trainee said and did during the interview, e.g. by asking the Verifier to include those examples.

1296

Interview in an informal one-to-one situation

- a. There must be two interviews, and each one must have a different context or purpose.
- b. The same two interviews must be used for all parts of the assessment.
- c. There must be specific examples of what the trainee said and did during the interview. The verification of the interview would be strengthened by asking the Verifier to also include examples of what the trainee said and did.

1304

Communicate with people from other cultures

- a. The two people communicated with must have a different nationality, ethnicity, and/or race to the trainee.
- b. People cannot role play being from another culture.
- c. There must be specific examples written down about what the trainee said and did during the interview that There must be specific examples of what the trainee said and did during the interview that was appropriate to the culture, purpose, and situation.

1307

Present ideas and information orally to a specified audience in a predictable situation

- a. The audience must be at least three people.
- b. A social speech means a welcome, farewell, congratulations, thanks, introduction, karakia, whakapapa; the duration of that speech must be at least three minutes.
- c. Video evidence is acceptable for the presentation and speech, a Verifier's checklist is acceptable if accompanied by verification evidence that includes actual examples from the trainee's performance.
- d. The presentation and social speech must be timed and attested to (the presentation must be at least 5 minutes, and the social speech at least 3 minutes).

1312

Give oral instructions in the workplace

- a. The Verifier needs to include evidence that gives actual examples from the trainee's performance for all sections of the observation. Confirmation the trainee did the task is not enough, for example compiling a written summary of what the trainee said to communicate the purpose of the instructions to the audience (rather than 'trainee communicated purpose clearly').
- b. Make sure the examples involve giving instructions, simple information sharing does not meet requirements.

1979

Describe employment agreements

- a. Carefully check answers against the sample answers to make sure that descriptions are correct.

1987

Create and maintain positive workplace relationships

- a. Must be assessed in relation to the trainees actual workplace.
- b. Strategies are expected to be reasonably complex as this is a Level 5 unit. Simplistic strategies, e.g. “Making sure I greet everyone each morning and speak to everyone politely” is not acceptable.

3483

Fill in a form

- a. Three forms must be correctly completed.
- b. Each form must have at least 12 fields that require a written response.
- c. Ticking boxes is not considered a written response.
- d. Trainees must use their own identity in the forms (not fictional people).
- e. To be accepted as correct the form must be completed correctly with all form instructions followed.

3501

Demonstrate knowledge of and apply listening techniques

- a. The three listening interactions must be different to each other. i.e. they can all be workplace, but can't all be tool box meetings.
- b. There must be specific examples of what the trainee said and did to show they applied listening techniques. e.g. the actual questions asked by the trainee to clarify understanding. The assessment evidence would be strengthened by asking the Verifier to also include examples of what the trainee said and did.

3503

Participate and communicate in a team or group to complete a task

- a. The team must have at least three people in it (including the trainee).
- b. There must be specific examples given of what the trainee said to show they contributed. i.e. what information did they offer, what ideas/opinions did they provide?
- c. Gather supporting documentation to show competency – e.g. job sheet, sign off sheet etc.

4249

Describe obligations as an employee

- a. Assessment evidence must relate to a specific workplace.
- b. Double check the evidence scope meets the total numbers required by the assessment.

4261

Identify legal rights and obligations in relation to motor vehicle ownership and operation

- a. Carefully check answers against sample answers to make sure that they are correct.

8076

Promote the participation of management and staff in quality Initiatives

- a. The trainee's evidence must be collected from practical workplace experience related to quality improvement.
- b. Evidence must show the trainee has knowledge and understanding of their organisation's business processes and methods.

8503

Interpret and use financial data and reports for decision making

- a. Trainees must be assessed using workplace evidence.
- b. Evidence must be repeatable – this means there must be evidence collected over a period of time, i.e. showing something can be done once is not enough.
- c. Evidence will need to be in-depth/comprehensive to meet the requirements of this Level 5 unit.

9677

Communicate in a team or group which has an objective

- a. A real-life i.e. work, context is required.
- b. The team objective does not have to be achieved.
- c. There must be specific examples of what the trainee said and did to help the team towards achieving its objective. The assessment evidence would be strengthened by asking the Verifier to also include examples of what the trainee said and did.

9680

Communicate within a specified organisational context

- a. The communication must all relate to a specific organisation (the trainee's workplace).
- b. The written communication must be attached.
- c. For the oral communication there must be specific examples of what the trainee said and did during the interaction.
- d. The assessment evidence would be strengthened by asking the Verifier to also include examples of what the trainee said and did.
- e. The communication situations, both oral and written, must have some reasonable substance to them e.g. being asked

what time the office closes and answering “4.30pm” would not be acceptable.

9681

Contribute within a team or group which has an objective

- a. The objective needs to be a group or team objective, where several people play different parts in contributing their collective talents to a common shared goal.
- b. For this unit the evidence gathered needs to show the trainee used some self-direction and showed some initiative.
- c. The examples that trainees give about what they did in the team need to cover ALL of communication, behaviour, and actions carried out
- d. There must be examples of two questions the trainee asked – at least one to clarify information, and at least one to ask for information
- e. The trainee must have examples of giving constructive feedback to others – constructive means useful e.g. ‘I told Ty that the way he spaced the plants was great for avoiding them crowding as they grow’ versus ‘I told Ty his planting was awesome!’ The feedback can be positive, or about requiring improvement – as long as it is constructive (useful).
- f. Supporting evidence/documentation – it’s good to attach this (if there is anything). e.g. anything that helps support the trainee’s written evidence - meeting agenda or minutes, trainee’s own notes, follow up emails, photos, job sheets, task sheets, etc. Often this helps to ensure there is enough evidence. e.g. the trainee has written about lots of communication, but not really about the actions they carried out. Minutes, or a worklog, or job sheet signed off as complete etc. could help show the trainee did carry out actions towards the team objective.

Write an analytical report

- a. The report must be at least 1500 words in length, and the trainee must edit and proofread the report before it is assessed.
- b. The report must include all of – introduction, terms of reference, findings, discussion, conclusions, and references.
- c. Read the different sections of the report carefully e.g. findings, conclusions, and recommendations, they must ‘link up’ and make sense.

Manage interpersonal conflict

- a. Three issues that caused the conflict must be explained – this means plenty of detail. Focus must be on the cause, not the result or outcome of the conflict (although this should also be clear from the answers).
- b. Workplace evidence is a more straightforward way to complete this unit, it is challenging to show the necessary evidence via simulation.
- c. Simulations must allow the trainee to meet all the requirements of the unit. i.e. exactly the same is expected of the trainee whether it is a simulation or in the workplace. Simulations need to be carefully planned to ensure all the requirements can be met. If there are simulations, trainees (for this unit) must not be able to see each other in the simulation, or play the role of parties at conflict. i.e. a trainee can't participate in the role of a person in the conflict, then have the opportunity to manage the same conflict when it is ‘their turn’.
- d. The strategy must be communicated, implemented, and monitored. It is not enough to show there is a plan for implementation and monitoring.
- e. There must be evidence of this taking place – it is not enough for the trainee to write that they emailed, had a

meeting etc. i.e. attach the email, dairy notes, meeting notes, follow up notes, etc.

- f. Evaluation is expected to be detailed, and trainees are expected to really reflect on what went well and what could have gone better. As in indication, an evaluation could be two full paragraphs.

9705

Give and respond to feedback on performance

- a. This must be assessed in the workplace, or via a simulation that requires exactly the same of the trainee as is required in the workplace. Check that for yourself.
- b. Ensure feedback covers all of context, time, place and privacy.
- c. The verifier's checklist observation ticks must be supported by a written record of what the learner actually said or did. This can be on a separate signed, dated page if needed.

9707

DKO workplace communications

- a. Must be assessed in the workplace.
- b. Trainee must show understanding of technical terms relevant to the work place. Technical terms means a word or phrase that is common in the workplace or type of employment but is not otherwise generally understood.

10790

Converse with others

- a. Workplace context is preferred. Simulations can be used but they must be as similar as possible to the those that would occur in the trainees workplace.
- b. There must be specific examples of what the trainee said and did during the interaction. The assessment evidence would be strengthened by asking the Verifier to also include examples of what the trainee said and did.

10791

Participate in an informal meeting

- a. There must be examples of contributions from the trainee to the meeting – this means they explain their own views (their views could be opinions, ideas, suggestions etc).
- b. There must be examples of the trainee commenting on someone else's views – this means they must respond to something said by another team member. E.g. 'When Ty said we should do the hedge planting last so we could water them before we finished, I said we were better to plant them first so we could water them after planting and again before we finished up'.
- c. There must be examples of the trainee's verbal communication, and non-verbal communication.
- d. Supporting evidence/documentation – it's a good idea to attach documentation (if there is anything) e.g. agenda, meeting minutes or notes or follow up email, trainee's own notes, job sheet etc.

11097

Listen actively to gain information in an interactive situation

- a. Remember the focus of this assessment is active listening techniques to gain information in two different contexts.
- b. All of the evidence asked for must be fully provided for both the situations
- c. The two situations must be different contexts – they can both be work situations, just not exactly the same context e.g. toolbox/daily briefing could be used for one situation, but not for both
- d. The listening situation needs to have some 'substance' to it – if it is a very brief, basic interaction, it's not going to allow the trainee to provide the evidence/examples that are needed
- e. The evidence must indicate what the trainee did to show

attending, reflective listening, and responding to non-verbal cues. Some assessments have trainee answers stating they used reflective listening, attending etc – but not providing evidence of what the trainee actually said or did.

- f. The paraphrasing examples coming through are often either not paraphrasing, or are so brief they are not acceptable for Level 3. For example ‘..so, 10 containers’ would not be okay. Compared with this - ‘So, I’ll need to collect 10 of the white containers from the shed and check they aren’t damaged before I give them to Ty and Alex’ – which meets requirements.
- g. Another area where there often isn’t enough detail is when trainees summarise the information gained, with supporting detail – answers tend to be too brief, or sometimes repeat the paraphrasing answer. The requirement is for a detailed summary of the information the trainee received.
- h. The Verifier's observation sign-off must be supported by a record from them giving examples of what the learner actually said or did, for example what organisational requirement(s) were met during training. This can be added at the bottom of the verification page.

12349

Demonstrate knowledge of time management

- a. Time management means any theory, model, or accepted practice that provides the trainee with a way to organise their time effectively.

12355

Describe strategies for managing stress

- a. Take care to ensure the number of examples/answers required by the assessment are provided.

18337

Determine and co-ordinate training and/or development for a team

- a. Training must be for a team (not one person).
- b. Trainee must determine what training is needed, and source the training.
- c. Trainee must support the team to apply the new skills/ knowledge they learnt, and then evaluate the effectiveness of the training.

19025

Demonstrate knowledge of quality assurance in a business operation

- a. Needs to be assessed in the workplace. If a simulation is used it must require the same of the trainee as their workplace quality assurance.
- b. Make sure answers are explanations, descriptions etc as required. Workplace documents (with any sensitive details blacked out) will help to demonstrate competency and support the trainee's written answers.

21335

Lead a team to achieve an objective (expiring)

This Standard is expiring at the end of 2020. Note that it is very hard to establish evidence for, more so if the learner is not active in a Team Leader role.

24709

Produce a balanced budget to manage personal finances

- a. Double check the learner has supplied a total monthly income and identified a step for monitoring the budget.
- b. The budget must balance – i.e. Total expenditure must = Total income. If the trainee has more income than expenditure then the trainee should allocate the surplus e.g. to savings, so that the budget balances.

24871

Complete workplace forms

- a. Two forms must be correctly completed.
- b. Complex forms means that within the forms there will be interrelated options e.g. if you answer 'x' to question 1, go to question 3. Complex forms also usually involve the trainee to select options, decide what information to include, and have links to other documents. Each form each form must have at least 12 fields requiring written responses.
- c. Each form must have at least 12 fields that require a written response. Ticking boxes is not considered a written response.
- d. Trainees must use their own identity in the forms (not fictional people).
- e. To be accepted as correct the forms must be completed correctly with all form instructions followed.

27557

Behave according to organisational requirements

- a. Trainee must have authentic workplace evidence/answers for the assessment.
- b. Evidence must be gathered over a period of at least three months.

29041

Apply principles for effective performance within a team

29042

Develop objectives for a team

29043

Describe and compare different styles of team leadership for a business entity

For these three units:

- a. Answers/examples/other evidence must clearly relate to the trainee's workplace.
- b. Answers that could be for any workplace (i.e. general) are not acceptable
- c. Across the answers/evidence there must be a link to the requirements of the trainee's workplace i.e. business goals/objectives, future plans, external operating environment (e.g. local government requirements, legislation), as well as internal processes, accountabilities, and relationships.
- d. Written communication (where requested by assessment) must be attached
- e. All verifications must be completed, with comments/examples about the trainee's performance in the workplace.