



**TOITŪ TE WAIORA**  
Community, Health, Education  
and Social Services  
Workforce Development Council

# Assessment Design Guidance

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**[ uh-ses-muhnt ] Assessment (noun):**  
*The process of gathering and evaluating  
evidence to determine the level of an individual's  
performance.*

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## Whāinga / Purpose

This document is to support new assessment developers and aims to provide guidance on good practice for designing assessments aligned with unit or skill standards (standards) under the industry coverage of Toitū te Waiora Workforce Development Council (WDC).

The New Zealand Qualifications Authority (NZQA) defines *assessment* as, collecting and evaluating evidence to establish the level of an individual's performance.

An assessment developer or designer creates well-crafted assessment activities that align with the standards. By designing effective assessments, they ensure learners have a clear path to meet the required standards. This approach helps learners feel more confident in their knowledge and skills and reassures them that they've successfully reached their learning goals.

Once you've developed or updated assessment materials, they need to go through an internal pre-moderation process with your Quality Assurance team before being submitted to Toitū te Waiora WDC for approval. Pre-moderation ensures that the materials align with the standard's requirements and that the designed activities are appropriate for the level and credit value.

The Toitū te Waiora WDC pre-assessment form and further information about how to submit your assessment materials can be found on our website: [Click here](#).

**Note:** This guide uses references from the NZQA website. We recommend referring to NZQA's website for additional information and guidance. [Assessment and moderation of standards :: NZQA](#)

## Te Whakamārama i te Paerewa / Interpreting the standard

Before developing an assessment, it's important to understand how to interpret the requirements of the standard that the assessment will be based on.

Understanding the nature of a standard will help to provide ideas on how to assess and what to assess.

In the next few pages, we will look at the different parts of the standard and what they mean.

### Ngā hua kua puta / Outcomes

Outcome statements describe the knowledge, skills and attributes a learner will demonstrate, and the context for these.

*NZQA standard 497v10*

#### **Outcome 1**

**Identify** and **describe** legislative rights and responsibilities for workplace health and safety.

#### **Outcome 2**

**Describe** the systems approach to workplace health and safety.

The **verbs** used in an outcome statement let you know that the learner needs to be able to recognise or establish the rights and responsibilities, and to compose a description of the rights and responsibilities in the context provided – the workplace.

## Paearu Mahi / Performance Criteria (evidence requirements)

Performance Criteria (PC) explain the type of evidence needed to meet the outcomes. These used to be called Evidence Requirements (ER).

These are placed under each outcome statement, they describe what learners need to do or show, (remember to consider the Standard's level and quality of response that the assessment activity will need to draw out).

*NZQA standard 497v10*

### **Performance Criterion 1.1**

Responsibilities of PCBUs (Persons Conducting a Business or Undertaking) under the HSWA are **identified** and **described**.

### **Performance Criterion 2.1**

The principal systems are **described** in terms of their requirements.

## Huinga / Range statements

Range Statements help with consistent design of the assessment by ensuring the same factors are considered for the assessment of each learner, they are also used to clarify evidence requirements, assessment conditions or both.

Assessment designers should note where the range statements are within the standard, as this will impact the design of activities.

- If written in the Guidance Information (Explanatory Notes) section, the range statement applies to **all** outcomes in the standard. This can make the design of assessment activities a bit trickier and there may well be a larger assessment required than first thought.
- If written immediately below an outcome statement, it applies to all performance criteria in that outcome.
- If written immediately below a specific performance criterion, it applies to that performance criterion only, as in this example below. This range statement helps the designer to define how many responsibilities and the type of responsibilities that should be considered.

### **Performance Criterion 1.1**

Responsibilities of PCBUs (Persons Conducting a Business or Undertaking) under the HSWA are identified and described.

Range responsibilities include **but are not limited to** – taking all practicable steps to ensure the safety of workers, providing personal protective clothing and equipment, managing risks, providing supervision and training.

The wording of range statements can help assessment designers decide what evidence is required. Below are some range statements that show several possible variations.

These range statements can be found on the NZQA website: [Click here.](#)

**Variation 1:** In this example, technical accuracy is being assessed by ensuring the activity requires the learner to correctly use all items within the provided list.

Written texts demonstrate sufficient technical accuracy to communicate the purpose to the intended audience.

Range technical accuracy – verb tense, subject-verb agreement, spelling, punctuation.

**Variation 2:** The Range wording '*includes but is not limited to*' followed by a list means that the learner must be assessed on all the listed items and that other items could be included as well. This sort of range statement can future proof the standard as much as possible and allow for different assessment contexts.

**Variation 3:** A list beginning with '*may include but is not limited to*' provides suggested items for consideration. This statement is providing guidance on the type of evidence that would meet the Performance Criteria. The items included in the assessment could differ from those in this range statement, but they would need to be “aligned”, for example table border colour could be used and part of the specifications supplied within the assessment instructions.

Colour is selected and used according to the supplied specifications.

Range *may include but is not limited to* – font colour, fill colour, background colour, image colour.

**Variation 4:** This range indicates that the learner must be instructed to use one item from the provided list within the assessment activity.

Text is evaluated in terms of reader's purpose.

Range *one of* – usefulness, interest, validity, credibility.

## Kaupapa Arahi / Guidance Information (Explanatory Notes/Special Notes)

Guidance information helps with understanding the standard and promotes national consistency by providing information that supports good assessment design and delivery.

The Guidance Information section provides important details ie., requirements or conditions related to the standard. This is essential for the assessment designer and assessors' awareness.

It's important that the assessment designer incorporates all requirements and conditions presented under the Guidance Information of a standard, in the assessment.

NZQA unit standard		497 version 10 Page 1 of 3	
<b>Title</b>	<b>Demonstrate knowledge of workplace health and safety requirements</b>		
<b>Level</b>	<b>1</b>	<b>Credits</b>	<b>3</b>
<b>Purpose</b>	People credited with this unit standard are able to identify and describe legislative rights and responsibilities for workplace health and safety; describe the systems approach to workplace health and safety; explain how risks and hazards are defined in the HSWA.		
<b>Classification</b>	Occupational Health and Safety > Occupational Health and Safety Practice		
<b>Available grade</b>	Achieved		
<b>Guidance Information</b>			
1	PCBU refers to a 'Person Conducting a Business or Undertaking'. The Health and Safety at Work Act: Quick reference guide can be sourced <a href="http://www.worksafe.govt.nz/worksafe/information-guidance/all-guidance-items/hswa-quick-reference-guide">http://www.worksafe.govt.nz/worksafe/information-guidance/all-guidance-items/hswa-quick-reference-guide</a> .		
2	This unit standard is intended for use by employees as well as students and those on pre-employment <u>training</u> , and may be assessed in either a provider or workplace environment.		
3	Legislation relevant to this unit standard includes – Health and Safety at Work Act 2015 (HSWA).		
4	Any new, amended or replacement Acts, regulations, Rules, standards, codes of practice affecting this unit standard will take precedence for assessment purposes.		



## Kaupae / Levels

Standards are registered at an approved level on the New Zealand Qualifications and Credentials Framework (NZQCF). Levels are based on complexity, with Level 1 the least complex and Level 10 the most complex. Level descriptors generally identify what a learner is expected to do, be and know, as a result of their learning and at the time that the standard is awarded.

**Knowledge** – what a learner knows and understands. This can include facts, information, concepts and principles related to the field of work or study. This can range from basic or factual through to operational, theoretical or specialised. If you think about the subject area, what is the depth and breadth of knowledge that is required.

**Skills** – being able to complete an action well through deliberate and sustained training or practice.

**Context** – this is the level of autonomy and responsibility, and the environment in which the learner is going to apply their knowledge and skills.

The following is an excerpt of the revised NZQA level descriptors:

<b>DOMAIN</b>	<b>Sub-domain</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>What graduates know</b>  <i>Knowledge</i>	<b>Knowledge</b>	Has knowledge of some of the key facts and information in a field of work or study and understands the underpinning concepts	Has knowledge of the key facts and information in a field of work or study and understands the underpinning concepts and key principles
<b>What graduates can do</b>  <i>Skills</i>	<b>Practice and performance</b>	Performs some unfamiliar activities	Performs moderately complex or unfamiliar activities
	<b>Critical thinking</b>	Examines familiar problems or goals and recommends a solution or plan	Examines unfamiliar problems and recommends a solution or plan
	<b>Collaboration</b>	Makes a significant contribution to group or team activities and acknowledges views and experience of others	Helps create a collaborative culture within a group or team by role modelling and encouraging the contributions of others

DOMAIN	Sub-domain	LEVEL 3	LEVEL 4
	<b>Communication</b>	Communicates familiar information and shares ideas on some unfamiliar topics	Communicates familiar information and shares ideas on a range of unfamiliar topics
<b>Where and how graduates operate</b>	<b>Context, autonomy, and responsibility</b>	Structured environments	Structured environments with some unpredictability
<b>Context</b>		Works or studies mostly autonomously, with responsibility for own learning and performance	Works or studies autonomously, with responsibility for own learning and performance, and some responsibility for others in workplace contexts

There are approximately 802 standards under the coverage of Toitū te Waiora WDC. These standards range from Level 1 to Level 6.

### Whiwhinga / Credits

Credits measure how much has been learned. One credit is equal to about 10 hours of study, including own work, homework, and tests. A full-time learner can usually earn 120 credits in a year. The credits are awarded when the learning has been assessed.

Awarded credits from a body of learning such as a programme of study, can lead to the award of a qualification.

### Whāinga Matua / Purpose statement

The purpose statement describes the intent of the standard and what the learner will know and/or can do once the standard is achieved.

NZQA unit standard		497 version 10 Page 1 of 3	
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<b>Purpose</b>	People credited with this unit standard are able to identify and describe legislative rights and responsibilities for workplace health and safety; describe the systems approach to workplace health and safety; explain how risks and hazards are defined in the HSWA.		

## Ngā Whakaturanga / Versions

Whenever revisions are made to a standard, a fresh version is generated. Minor modifications might not impact the outcomes significantly, for example the revision may just be an update to related legislation.

Assessment developers and assessors must review what they have previously developed (assessment tasks, evidence guides, statements of evidence and judgments) against the updated version of the standard, to ensure the assessment activities are kept up to date.

Any changes to an approved set of assessment materials must be submitted to Toitū Te Waiora for pre-assessment moderation. Sometimes when the updates are minor, these can be emailed in for review and then a decision is made if a pre-moderation approval submission is required.

NZQA unit standard		497 version 10 Page 1 of 3	
<b>Title</b>	<b>Demonstrate knowledge of workplace health and safety requirements</b>		
<b>Level</b>	<b>1</b>	<b>Credits</b>	<b>3</b>

## Te Ra Mutunga o te Aromatawai / Last Date of Assessment

The last date of assessment refers to the final date or deadline by which a particular **version** of a standard can be assessed, or an expired standard can be assessed.

When a new version of a standard supersedes an older one, Toitū te Waiora may set a final assessment date for the outdated version. This information can be found at the bottom of the document.

Status information and last date for assessment for superseded versions			
Process	Version	Date	Last Date for Assessment
Registration	1	21 June 1993	31 December 2019
Review	2	4 October 1995	31 December 2019
Revision	3	30 September 1998	31 December 2019
Revision	4	9 August 1999	31 December 2019
Revision	5	14 March 2002	31 December 2019
Revision	6	16 May 2005	31 December 2019
Review	7	21 September 2007	31 December 2019
Rollover and Revision	8	22 May 2014	31 December 2021
Review	9	20 July 2017	N/A
Revision	10	22 August 2019	N/A

You can also use the dates in the table above to check the change reports. These reports offer a detailed summary of all the changes made between versions, helping you identify the amendments needed to update your current assessment to align with the latest standard version. [Click Here](#)

The snippet below shows a report of the changes made in August 2019 for the occupational health and safety standards that includes, standard 497.

Subfield	Domain	ID
Occupational Health and Safety	Hazardous Substances and Materials	<b>27196-27200, 27414-27416, 27418-27428, 27503, 29765-29768, 30596</b>
	Occupational Health and Safety Practice	497, <b>5615-5621, 5988, 6675, 6988, 15189, 17459, 17885, 17586, 17588-17596, 17699-17601, 17602, 18408, 18410, 18411, 18426, 19340, 19341, 19521, 19522, 21337, 22316, 25042, 25043, 25044, 25046, 25046, 25510, 27243, 30284, 30286, 30433</b>
	Workplace Health and Safety Management	<b>5607, 5608, 22317, 22318, 30267-30271</b>

The Skills Organisation (Skills) has completed the revision, and revision and rollover of the unit standards listed above. Unit standards that have been revised **and** rolled over are listed in **bold**.

**Date new versions published** August 2019

**Planned review date** December 2020 or 2021 or 2022 (see individual standards)

**Summary**

The above unit standards should have been listed under CMR 0121 when a consolidation of Skills Organisation Consent and Moderation Requirements (CMR) took place.



**Main changes**

- Standards were moved from CMR 0003 to CMR 0121.
- Standards were updated using the latest template.
- Planned review dates for standards in bold were extended to December 2020.

*NZQA change report*

### Te Ra Mutunga / Expiry date

If a standard is labelled as '*expiring*,' you are still able to access this on NZQA's website, it will be marked with an 'expiring' watermark. Assessment against the standard is allowed until its last assessment date.

Prisoner Management			
Level 3			
27291	Unit	Observe and report the activity of gang members in a prison environment <i>This standard is expiring. The last date for assessment to take place is 31 December 2024.</i>	4 Credits  

Once a standard is changed to the '**expired**' status, this can no longer be assessed.

## Taumata/Koeke / Grades

Standards from the Directory of Assessment Standards (DAS) are for developing competency-based assessments. While most standards have a result of either Achieved or Not Yet Achieved, there are also standards that award Merit and Excellence grades.

If a learner has not achieved all the requirements of a standard, a Not Yet Achieved result is given. The learner can be reassessed on the parts of the standard that were not achieved.

NZQA unit standard		497 version 10 Page 1 of 3	
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<b>Purpose</b>	People credited with this unit standard <u>are able to</u> identify and describe legislative rights and responsibilities for workplace health and safety; describe the systems approach to workplace health and safety; explain how risks and hazards are defined in the HSWA.		
<b>Classification</b>	Occupational Health and Safety > Occupational Health and Safety Practice		
<b>Available grade</b>	Achieved		

NZQA standard 497

## Aromatawai / Assessment

Now that we have had a good look at the different components of a standard and what they mean, let's dive into assessment writing. When designing an assessment, we are guided by NZQA's principles of assessment practice.

Kaupapa	Aromatawai	Assessment Principles
<b>Manaakitanga</b>	Ka <b>PONO</b> te aromatawai kia puāwai te pitomata o te ākongā e tohu ana i ōna pūmanawa.	Assessment is <b>VALID</b> : it measures the achievement of learning outcomes, is evidence based, and appropriate.
<b>Kaitiakitanga</b>	Kia <b>HAEPAPA</b> te aromatawai hei rokiroki, hei hāpai anō hoki i ngā pūmanawa kia puāwai ai te ākongā.	Assessment decisions are <b>RELIABLE</b> : they are comparable and consistent when made against the same outcomes in different contexts.
<b>Whanaungatanga</b>	Ka mahi tahi ngā kaiako me te whānau kia <b>MĀRAMA</b> ngā mahi hei painga mā te ākongā, kia eke panuku ai te ākongā.	Assessment is <b>INFORMATIVE</b> : it is valued, meaningful and purposeful to the context of ākongā achievement.
<b>Rangatiratanga</b>	Ka whakatinanatia te aromatawai ki tā te Māori tirohanga kia <b>TIKA</b> , ā, kia rangatira ai te tū o te ākongā.	Assessment is <b>EQUITABLE</b> : it is fair, accessible and values cultural diversity and individual needs.
<b>Pūkengatanga</b>	Ka pono, ka tika, ka <b>TŪTURU</b> te aromatawai ki tā te ākongā titiro.	Assessment is <b>AUTHENTIC</b> : it affirms the skills, knowledge and competencies acquired by ākongā, and reflects real world contexts.

NZQA – Aromatawai and the Principles of Assessment.

Assessments can only include tasks that align with the requirements of the standard. This means that assessment activities or tasks must allow for a response from the learner that shows their competency against the Performance Criteria (PC) (the principle of Manaakitanga).

### Written assessment tasks

These are used to assess theory items, for example, the verbs used within the standard could be *Describe* or *Explain*. The learner can demonstrate their skills, knowledge and understanding of a standard through written or verbal responses.

Written assessments can be in various forms such as short answer questions, reflective journals and case study analysis. For identification type responses, you could use multiple choice questions, mix-and-match, fill-in-the-blank statements, true/false questions. The choice of mode is dependent on the requirement of the performance criteria.

For example, it's appropriate to use mix-and-match questions for a PC that requires the learner to 'identify'. However, on that same note, it's not appropriate to use mix-and-match questions for a PC that requires the learner to 'explain' or 'describe'.

It's also important to remember to refer to NZQA's level descriptors to determine the appropriate difficulty (breadth and depth of knowledge) of the assessment task.

When writing assessment tasks or activities, simplify as much as possible –using plain language, asking one question not three, and how much information you include to provide background or context to the question. For example:

*Workplace health and safety requires a meticulous approach to risk assessment. This process, often characterized by its complexity, involves a systematic evaluation of potential hazards and their associated risks. Describe in short answer form each principle of the risk assessment process.*

Versus

*Describe each principle of the risk assessment process in terms of workplace health and safety.*

### **Practical assessment, workplace-based assessment**

The learners can demonstrate their skills, knowledge and understanding by completing specific tasks. The assessor, workplace observer or verifier will observe the learner demonstrating specific tasks in a simulation or real work environment and complete the Verification or Observation forms confirming what they have observed the learner do. Toitū Te Waiora do require that comments are detailed and provide sufficient evidence for resit purposes and post-assessment moderation.

A workplace observer or verifier is usually someone who is experienced and understands standards assessment, for e.g., the observer can be the learner's team leader, supervisor or manager, the assessor is someone trained in competency-based assessment and who meets the Toitū Te Waiora consent to assess requirements.

### **Portfolio assessment**

A portfolio is a collection of evidence that is gathered over time. This could be real world documents they have referenced back to assessment tasks, or digital content such as photos and videos. This is a way for the learner to show their skills and understanding in the context of the work they are doing. The assessor will need to provide approval for the learner to undertake this along with guidance as to what is suitable evidence to collect. The learner will need to ensure they reference each piece of evidence back to the assessment task.

### **Integrated assessment**

Sometimes standards can be assessed together. An integrated assessment is where the assessment tasks and activities are mapped back to standards that complement each other, the map ensures that any resit requirements can be easily managed and that every requirement from each standard has been assessed. The benefit of integrated assessment is that it reduces the assessment load on the learner and is a more holistic approach to assessing.

### **Assessment Conditions and Instructions**

Clear instructions and guidance on assessment must be provided to learners and assessors, if designing a workplace or practical assessment these need to also be provided to the observers or verifiers.

It's important for learners to understand what they need to do and how to complete the tasks. There may be information in the Guidance Information from the standard that they need to be aware of before starting the assessment.

For example, if observations will be role-play/simulations or real-life scenarios, identifying available learner resources (e.g., policies and procedures), indicating whether it's an open-book

or an online assessment, outlining reassessment opportunities, and outlining which sections of the assessment are the responsibility of the learner, the observer or verifier, and the assessor.

We recommend clear, plain English, in an active language, is used for instruction that has the reader in mind (remember also that formatting of the document can also play a part in how the reader will navigate and comprehend the document).

### **Self-assessment**

Self-assessment encourages the learner to reflect on their own learning and understanding of the standard assessed. Self-assessment can be in the form of checklists and self-evaluation forms or online quizzes.

### **Formative vs. Summative Assessments**

Formative assessments are integrated into the teaching and learning process and are usually informal. The purpose of formative assessment is to use the day-to-day or 'in the moment' progress to gauge the learner's understanding of the topic. It's really important that feedback is given to the learner so that they know how well they are doing and to encourage them to continue achieving.

Examples of formative assessment include class discussions, presentations, quizzes, peer reviews, observations and feedback on the learner's progress.

Summative assessment is conducted at the end of a learning event (course, module, topic or programme), to gain a measure of the learner's competence and/or understanding of the topic or standard being assessed.

Examples of summative assessment include final exams, end-of-term projects or online tests. These are marked against a marking guide with evidence statements, model answers and judgment statements. Summative assessment results will confirm if credit for the standard can be awarded.

We recommend referring to NZQA's website for additional guidance on assessment design.

For more information visit:

[Assessment resources and guidelines :: NZQA](#) and [Designing assessment activities :: NZQA](#)

## **Marking Assessments**

### **Assessor Guide/Marking Guide**

The Assessor Guide/Marking Guide is only for use by the assessor. This document guides the assessor on how much and what kind of information should be included in an answer i.e., model answers and evidence statements.

The marking guide also informs the assessor by having judgment statements. These provide guidance on how to judge the learner's response, i.e. the difference between an answer or response that is not at the standard and one that is. For example, if an answer from the learner needs to be in their own words and correct, or if three of four answers need to be correct. Judgment statements can also clarify how comprehensive the answer needs to be.

Writing judgment statements can be difficult if you haven't done this before. When designing an assessment task, it's easier to also write the model answer and judgment statement, rather than doing this after all tasks have been developed.



Think about how your judgment statement would be interpreted by another person. This will ensure that these statements will provide consistent marking between assessors and/or over time (principle of kaitiakitanga).

Here is an example of a model answer and judgment statement relating to PC 1.1 of standard 30265 version 2.

Standard 30265v2: Apply health and safety risk assessment to a job role.			
PC 1.1	Question	Model Answer	Judgment statement
<p>Describe each principle of the risk assessment process in terms of workplace health and safety.</p> <p>Range: process includes – identify, assess, control, monitor, and review.</p>	<p>In your own words, describe what each of the following principles mean in the risk assessment process of your workplace.</p> <ul style="list-style-type: none"> <li>• Identify</li> <li>• Assess</li> <li>• Control</li> <li>• Monitor</li> <li>• Review</li> </ul>	<p><b>Identify:</b></p> <p>To identify a hazard is to recognise one before it causes harm to anyone. Identifying hazards in the workplace is necessary for preventing any accidents or harm in the workplace. Identifying hazards will also raise awareness to the employer and staff.</p> <p>A hazard can be identified when completing the Job Safety Analysis in the workplace. This is one of the ways the workers will use to register or document a hazard around the workplace once its identified.</p> <p><b>Assess:</b></p> <p>To assess a risk of a hazard in the workplace is to analyse the likelihood that this hazard could occur and what the potential consequences would be. Different workplaces have different ways of assessing the risks.</p> <p><b>Control:</b></p> <p>Hazards can be controlled to keep everyone safe. Having control methods in place either eliminates or minimises the risk of the identified hazard.</p> <p><b>Monitor:</b> The purpose of monitoring is to show the control methods working effectively to reduce the consequences from the hazards. Examples of</p>	<p>The learner has <b>correctly described</b> each of the <b>five</b> principles of the <b>risk</b> assessment process.</p> <p>Samples answers are a guide only as learners will reference their own workplace processes. The learners' answers should be a similar length and in the context to the sample answers.</p>

		<p>monitoring would be having regular inspections to ensure the implemented control methods are working well.</p> <p><b>Review:</b> The purpose of this principle is to review the way the hazards are identified, assessed, controlled and monitored. Where and how to improve can be identified during the reviewing stage.</p> <p><i>The learners will mostly use examples from their own workplaces to support the descriptions they have provided. It's important for the assessor must use their industry and professional knowledge in making a judgment on the answers provided by the learners.</i></p>	
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### **Integrated Assessment/Evidence Matrix**

An evidence matrix (also widely known as an *Assessment Matrix*) must clearly show where the parts of the standard align with the assessment tasks.

For a single standard assessment, please ensure all the assessment tasks (questions) align to a PC are clearly identified by the task and in the Assessor Guide. This will make it easier to reference back for any resits, or for marking.

### **Verification Forms**

These forms play various roles depending on the context. In cases where assessments involve workplace observations, verification forms are used to authenticate the learner's performance. The workplace observer or verifier is typically required to sign the learner's verification form, confirming the activities observed and any supporting evidence that the learner has provided.

### **Re-assessment Opportunities**

It's important that instructions regarding the number of *reassessment opportunities* available to learners are clear, along with any conditions. Reassessments or resits must be documented and stored with the learner's assessment documents. If the resit is on separate documents, instructions to the assessor should be provided to ensure they are attached to the assessment.

### **Feedback**

Assessor feedback is important for guiding learners through their learning journey, providing them with the necessary support, motivation and direction to reach their full potential. There must be a dedicated space on the learner's assessment for the assessor to provide meaningful feedback.

## Kupu Āpiti / Appendix 1

Evidence and Judgment statement Examples.

<b>Outcome 3: Conduct verification</b>		
<b>Outcome Statement</b>	<b>Evidence Statement</b>	<b>Judgment Statement</b>
<p>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</p>	<p>3.1-3.4 Evidence includes:</p> <p>Written descriptions or documented discussion.</p> <p>Assessment materials and supporting evidence.</p> <p>Feedback from learners, observer and other relevant stakeholders.</p>	<p>Evidence confirms: 3.1-3.4 Provision/demonstration of the following:</p> <ul style="list-style-type: none"> <li>• Verification process is documented</li> <li>• Modifications made to the verification process (if any) are documented and/or consulted upon prior to the changes.</li> <li>• 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.</li> <li>• Learner feedback confirms they were informed about any further evidence required.</li> <li>• Any further evidence requirements are documented.</li> <li>• Verification decisions are consistent with other decisions made on similar evidence.</li> <li>• Brief notes support checklist assessments and are dated and signed as proof of assessment.</li> </ul>

<b>Outcome 1: Explain the purposes and principles of quality assurance of assessment</b>		
<b>Outcome Statement</b>	<b>Evidence Statement</b>	<b>Judgment Statement</b>
<p>1.1</p> <p>The purposes and principles of quality assurance of assessment are explained in terms of assessment design and assessor judgments.</p>	<p>1.1 Evidence includes:</p> <ul style="list-style-type: none"> <li>• Written descriptions or documented discussion. Other supporting evidence could include:</li> <li>• Consent and moderation requirements (CMRs)</li> <li>• Quality assurance/moderation documentation from learner’s organisation</li> <li>• Moderation policies and procedures for Standards Setting Body (SSB) and/or organisation.</li> <li>• Examples of pre and post-moderation systems</li> </ul>	<p>Evidence confirms:</p> <p>1.1 demonstration of the following:</p> <ul style="list-style-type: none"> <li>• Explanation of quality assurance with relevant supporting documentation which includes quality assurance documentation from learner’s own context.</li> <li>• Explanation covers both internal and external moderation/quality assurance in the pre- and post-assessment phases as well as during the assessment.</li> <li>• Purpose and principles of quality assurance are clarified with supporting documentation from learner’s organisation/context.</li> <li>• Overall evidence demonstrates an understanding of validity, sufficiency, currency, fairness, consistency and authenticity.</li> </ul>

## Kupu Āpiti / Appendix 2

### Integrated Assessment Example/Guidance

11281 – Prepare candidates for assessment against standards v4, L4, 3cr, and  
 4098 – Use standards to assess candidate performance v5, L4, 6 cr

Possible Assessment Tools:

- Direct observation
- Documentation (e.g. logbook, diary notes, electronic data capture)
- Practical assessment
- Questioning/discussion (which need to be captured in some form)
- Attestation/verification.

11281	4098	Key Indicators	Possible Evidence
11281 Elements (Outcomes) 1 & 2	4098 Element (Outcome) 1	<ul style="list-style-type: none"> <li>• Prepare to select materials. Prepare candidates.</li> <li>1 Determine candidates' readiness for assessment.</li> <li>• Prepare environment for real assessments.</li> <li>2 Select appropriate method(s) for gathering evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment plan.</li> <li>• Consultation evidence - verbal or written.</li> <li>• Assessment materials.</li> <li>• Current standard document.</li> <li>• Observer notes/check lists.</li> <li>• CMRs (AMAPs).</li> <li>• SSB and/or organisation moderation policies and procedures.</li> <li>• Candidates' self-analysis.</li> <li>• Evidence of readiness from candidates.</li> <li>• Training log/achievement records.</li> <li>• Attestation from trainer, supervisor, any naturally occurring evidence.</li> <li>• Evidence of feedback to candidates.</li> </ul>

**Sample Judgment Statements:**

Evidence confirms:

2 candidates  
 2 assessments • 2 different occasions  
 2 different standards with a total minimum 4 credits

- Consultation took place with stakeholders on planning and selecting assessment materials.
- That pre-assessment moderation requirements have been met.
- Assessment methodology is matched to the context and level of assessment.
- The assessment materials are matched to current version of standard and any special requirements.

- That simulation is not used unless common practice for the standard chosen.
- Advice given on possible types of evidence to collect.
- Candidates' self-assessment and analysis of their skills knowledge and attributes.
- Evidence is scanned for validity, sufficiency, consistency, authenticity to determine readiness for assessment.
- Decision regarding readiness is supported by the evidence collected.
- Advice is offered if further evidence required.
- Arrangements were agreed with stakeholders.
- That the environment and/or context are safe and are matched to candidate and assessment requirements – (e.g. any equipment available and working, special needs met).
- Arrangements are attested by a qualified observer.

## Pūranga pukapuka / References

1. *Glossary*. New Zealand Qualifications Authority.  
[Glossary :: NZQA](#)
2. *Standard definitions and explanations*. New Zealand Qualifications Authority.  
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3. *Level descriptors for the NZQCF*. New Zealand Qualifications Authority  
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4. *Ringa Hora Assessment Writing Guidance*. Ringa Hora Workforce Development Council  
[RH-Assessment-Guidance\\_final\\_Oct23-1.pdf \(ringahora.nz\)](#)
5. *Formative And Summative Assessment*. Third Space Learning  
[Formative And Summative Assessment: The Differences Explained \(thirdspacelearning.com\)](#)
6. *Assessment and Support Materials* [Assessment of Learning assessment support material :: NZQA](#)