

Title	Carry out assessments against standards to make judgements of learner performance		
Level	4	Credits	18

Purpose	<p>People credited with this unit standard are able to explain assessment principles and processes; prepare for and carry out assessment; act ethically, professionally, in a culturally appropriate and inclusive manner, as an assessor; and review assessment practice and process.</p> <p>This unit standard has been developed as part of a recommended pathway to the New Zealand Certificate in Assessment Practice (Level 4) [Ref: 2752].</p>
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Classification	Generic Education and Training > Assessment of Learning
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Available grade	Achieved
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Guidance Information

1 Range

Evidence of the assessment of a minimum of three different standards of at least 10 credits total or equivalent is required. Where assessors in an industry or sector usually assess single, larger standards, assessment of a single standard of at least 10 credits or equivalent could be considered sufficient. In either case, a minimum of three different assessment methods must be used. A post-assessment moderation report, either formal or informal, must have been provided for at least one of the assessments.

2 Candidates must act professionally, ethically, and with culturally appropriate educational practices during assessment against this standard. This will include compliance with relevant legislation and organisational requirements. Legislation may include the:

Health and Safety at Work Act 2015,
 Privacy Act 2020,
 Human Rights Act 1993,
 Copyright Act 1994,
 Children's Act 2014,
 and any subsequent amendments.

3 It is essential the assessments providing evidence for this standard are not conducted solely for the purpose of the candidate completing 30421. Simulations should only be used for the assessment of standards if it is common practice for the type of standards being assessed or the context, e.g. Emergency Response.

- 4 All evidence submitted by the candidate must be verified, by someone who holds:
- this unit standard, or the New Zealand Certificate in Assessment Practice (Level 4) [Ref: 2752], or is able to demonstrate equivalent skills and knowledge in assessment;
 - or is a subject matter expert in assessment;
 - or is a context-specific subject matter expert with experience in assessment;
 - or is a supervisor or manager with experience in assessment.
- 5 All activities must conform to the procedures and requirements of any relevant standard setting body or quality assurance body, as well as contextual requirements.

6 Definitions

Authorisations and limitations may include an assessor's scope.

Candidate is the person who is being assessed against this standard.

Contextual requirements refer to policies, procedures, and reporting requirements of the candidate's context. These could include those of a provider and/or client organisation.

Good assessment practice will occur when the assessor focuses on outcomes, gives due consideration to all performance criteria within the performance standard(s) and consistently judges, overall, that the candidate has provided sufficient valid evidence that the outcomes have been met.

Learner is the person who the candidate is providing learning opportunities for.

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

Standard(s) are statements of performance with measurable outcomes against which assessment occurs. Standards may include but are not limited to – Directory of Assessment Standards (DAS) unit standards, other national and international standards, organisational standards.

Outcomes and performance criteria

Outcome 1

Explain assessment principles and processes.

Performance criteria

- 1.1 The assessment process is explained in relation to principles of good assessment.

Range good assessment principles include – authenticity, consistency, currency, equity (open, honest and fair), reliability, sufficiency, validity.

- 1.2 The assessment process is explained in relation to good assessment practices.

Range practices include those that are equitable (open, honest and fair), consistent, transparent, manageable, engaging, culturally appropriate.

- 1.3 Roles and responsibilities in the assessment process are described.
- Range roles include – learners, assessors, verifiers, moderators, standard setters.
- 1.4 Ethics of participants in the assessment process are described.
- Range participants include – learners, assessors, verifiers.
- 1.5 Qualities of evidence are described in relation to assessment and standards.
- Range qualities of evidence include – valid, reliable, authentic, sufficient, current.
- 1.6 Suitability of different types of evidence for different assessment contexts is explained.
- Range types of evidence may include but are not limited to – observation, checking work in progress, finished product, naturally occurring evidence, video, audio, simulation, response to questions, assessment by conversation, workplace documentation, digital processes.
evidence of at least five different types is required.

Outcome 2

Prepare for assessment

Performance criteria

- 2.1 Own authorisations and limitations as an assessor are identified.
- 2.2 The learner is communicated with to provide guidance and support about the requirements of the assessment process in a manner that respects the diversity of learners and their cultural differences.
- 2.3 Environment is checked to ensure it is safe and meets assessment conditions.
- 2.4 Existing assessment materials are sourced and reviewed for suitability and clarity. Any suggested modifications are documented and provided to relevant stakeholders.
- Range suitability includes – currency, validity, sufficiency.
- 2.5 Any verification requirements are identified and verifiers briefed on their role within the assessment process.
- 2.6 Pre-assessment quality assurance requirements are identified and completed in accordance with contextual requirements.

Outcome 3

Carry out assessment.

Performance criteria

- 3.1 Assessment is carried out using selected assessment materials and agreed assessment arrangements.
- 3.2 Assessment judgements are based on evidence that is valid, authentic, current, and sufficient, and consistent with judgements made on similar evidence.
- 3.3 Feedback, which respects the recipient, is timely, direct, and is confined to performance in relation to the standard, and any requirements for further evidence is communicated and documented.
- Range respecting the recipient may include – considering aspects of diversity and cultural differences.
- 3.4 Any assessment administrative and reporting requirements are completed in a timely manner.

Outcome 4

Act ethically, professionally, in a culturally appropriate and inclusive manner, as an assessor.

Performance criteria

- 4.1 Privacy and confidentiality of the learner and any other stakeholders are maintained.
- 4.2 Potential or actual conflicts of interest, including acceptance of inducements, are addressed in accordance with contextual requirements.
- 4.3 Assessment is carried out in accordance with legislative and regulatory requirements.
- 4.4 Assessment is carried out in a culturally appropriate and inclusive manner, in accordance with the diversity of learners.

Outcome 5

Review assessment practice and process.

Performance criteria

- 5.1 Feedback on the assessment process is obtained from the learner and any other relevant stakeholders.
- 5.2 Own assessment practice is reviewed and possible areas for future improvement are identified and documented.

- 5.3 Any suggested amendments to assessment materials or processes after their use are documented and submitted to relevant standard setting body (SSB), provider, or organisation.

Replacement information	This unit standard replaced unit standard 11281.
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Planned review date	31 December 2027
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	28 September 2017	31 December 2023
Review	2	30 June 2022	N/A

Consent and Moderation Requirements (CMR) reference	0045
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact Toitū te Waiora Community, Health, Education and Social Services Workforce Development Council info@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard.