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| <b>Title</b> | <b>Participate in the moderation of assessment</b> |                |           |
| <b>Level</b> | <b>4</b>   | <b>Credits</b> | <b>12</b> |

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| <b>Purpose</b> | <p>People credited with this unit standard can: explain the purposes and principles of moderation of assessment; participate in pre-assessment moderation of assessment materials; and review own assessment decisions for consistency.</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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| <b>Classification</b> | Generic Education and Training > Assessment of Learning |
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| <b>Available grade</b> | Achieved |
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### Guidance Information

- 1 It is essential that the assessments providing evidence for this standard are not conducted solely for the purpose of the candidate completing this standard. Simulations should not be used for the moderation of assessment unless their use is common practice for the type of standards being assessed, e.g. Emergency Response.
- 2 All activities must conform to the procedures and requirements of any relevant standard setting body or moderation body, as well as contextual requirements.
- 3 Assessment against this standard could be undertaken in conjunction with Unit 30421, *Carry out assessments against standards to make judgements of learner performance*, as the two standards assess complementary skills.
- 4 **Definitions**  
*Candidate* is the person who is being assessed against this standard.  
*Learner* is the person who the candidate is providing learning opportunities for.  
*Moderation* means a process of monitoring assessment to ensure that it is valid, consistent, fair and sufficient and supports equitable outcomes for all learners. Depending on the context, it may also be called quality assurance, peer review, validation, audit, consistency reviews or other similar terms. Moderation activities may include but are not limited to – combinations of discussion with and observations of assessors, meetings of assessors, analysis of assessment documents and materials and assessor decisions.  
*Stakeholders* may refer to learners, as well as the tutor, 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 (DAS) assessment standards, other national and international standards, organisational standards.

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## Outcomes and performance criteria

### Outcome 1

Explain the purposes and principles of moderation of assessment.

#### Performance criteria

- 1.1 The purposes and principles of moderation of assessment are explained in terms of assessment design and assessor judgements.

### Outcome 2

Participate in pre-assessment moderation of assessment materials.

Range assessment materials must relate to real assessment carried out by the candidate, for a minimum of at least three different standards for a total of at least 10 credits, or equivalent, or one larger standard of at least 10 credits, or equivalent. In either case, a minimum of three different assessment methods must be included.

#### Performance criteria

- 2.1 Learner assessment materials are reviewed for their suitability for assessment against required outcomes.
- 2.2 Assessor guidance materials are reviewed to ensure they are matched to the required outcomes, and are fit for their intended purpose.
- 2.3 Any suggested amendments to assessment materials or processes are documented and communicated to relevant standard setting body (SSB), provider, or organisation.

### Outcome 3

Review own assessment decisions for consistency.

Range at least two assessment decisions for each of at least three different standards for a total of at least 10 credits, or equivalent, or two assessment decisions for one larger standard of at least 10 credits, or equivalent.

**Performance criteria**

3.1 Own assessment decisions are reviewed for consistency with decisions made on similar evidence.

Range includes self-review, organisational post-assessment moderation; and may include review from any other relevant stakeholders.

3.2 Improvements to own practice are identified and documented in accordance with organisational requirements.

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| <b>Planned review date</b> | 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                      |

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| <b>Consent and Moderation Requirements (CMR) reference</b> | 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](mailto:info@toitutewaiora.nz) if you wish to suggest changes to the content of this unit standard.